The College is chartered by the Regents of The University of the State of New York under its corporate name, Utica College, and also is mentioned in Syracuse University’s charter. Utica 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. Copies of accreditation reports are on file in the offices of the president and the provost and vice president for academic affairs.

NON-DISCRIMINATION POLICY

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, color, creed, religion, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity, gender expression, predisposing genetic characteristics, domestic violence victim status, veteran status, or any other status protected by applicable law to the extent prohibited by 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 Lisa Green, Assistant Vice President for Human Resources and Personnel Development (315-792-3276).

Utica College has designated the Assistant Vice President for Human Resources and Personnel Development in the Office of Human Resources (315-792-3276) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended).

Utica College has designated the Director of Learning Services in the Office of Learning Services (315-792-3032) 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.

Members of Utica College who have complaints of sexual harassment by anyone at this College, including any students, staff, administrators or faculty as well as vendors, contingent employees, clients and consultants are encouraged to report such conduct to the Title IX Coordinator so that (s)he may investigate and resolve the problem. Individuals who feel subjected to sexual harassment should report the circumstances orally and/or in writing as soon as possible to the Title IX Coordinator. A delay in reporting may affect an investigator’s ability to gather information relevant to the case. For the purposes of filing a complaint, “Title IX Coordinator” refers to the Title IX Coordinator and any Deputy Title IX Coordinators. The contact information for the Title IX staff is as follows:

Title IX Coordinator: Lisa Green, Assistant Vice President of Human Resources and Personnel Development (315-792-3736 or lcgreen@utica.edu)

Deputy Title IX Coordinator for Students: Alane Varga, Dean of Students (315-792-3100 or avarga@utica.edu)

Deputy Title IX Coordinator for Athletics: David Fontaine, Director of Athletics and Physical Education (315-792-3050 or dsfontai@utica.edu)
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 the Registrar (315-792-3393).

**Utica College Undergraduate Catalog**

**Disclaimer Statement**

The information contained in this catalog is effective as of September 2013 and is subject to change. It is the student’s responsibility to know and follow current requirements and procedures at the department, school, and College levels.

The College reserves the right to make such changes as it determines, in its sole discretion, to be necessary or advisable in its regulations, course offerings, staff, and financial policies without notice. Changes to rules and policies may occur at any time and could be applied to currently matriculated students.

Utica College reserves the right to deny admission, re-admission, registration, or re-registration and to dismiss or suspend either from classes or a College residence any student who is unable to meet the College’s academic or health standards, or whose behavior is not in accord with the rules and regulations of the College.

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Academic Calendar

NOTE:
Please view the calendars online at http://www.utica.edu/academic/calendar.cfm
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MISSION STATEMENT

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

VALUES

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
THE UNDERGRADUATE PROGRAM

At the undergraduate level Utica College offers a wide range of programs leading to either the bachelor of arts or bachelor of science degree in a broad variety of majors in the liberal arts and sciences and professional studies. The College also offers numerous graduate programs in professional fields and in liberal studies. Please see the graduate catalog for a full range of graduate offerings. The College offers programs in a traditional on-ground format as well as in online and blended formats. Consistent with the College's mission, academic programs offer a sound liberal arts base combined with professional opportunities. The core curriculum provides students with a breadth of understanding in a range of disciplines and training in essential intellectual skills.

UC’s majors include programs for which the bachelor’s degree is sufficient for a professional career, and programs that lead to graduate and professional study. Two important factors that give Utica College its distinctive academic quality are the integration of liberal arts and professional studies and the diversity of major programs usually found only in large universities. The College offers students many opportunities for experience learning, research, independent study, and study abroad.

One of the College's greatest assets is its energetic and accomplished faculty. Most hold advanced degrees from prestigious American or international graduate schools. Of UC’s full-time faculty, 85 percent have earned the terminal degree appropriate to their fields. Although many faculty members are engaged in research, their primary concern is high-quality undergraduate instruction. Utica College students have direct contact with their instructors because the typical class at Utica College consists of 16 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their classes. In addition to faculty services and counseling, Utica College also offers professional academic and career planning, advising, and personal counseling to all students.
Utica College has three schools that provide students with a wide choice of majors.

The College has articulation agreements with area community colleges to afford graduates of those colleges a smooth transition into baccalaureate programs and completion in two years of additional study.

In addition, Utica College has partnered with neighboring academic institutions to form the Mohawk Valley College Consortium. Utica College and member institutions Hamilton College, SUNY Institute of Technology, Herkimer County Community College, Mohawk Valley Community College, SUNY Morrisville, and SUNY Empire State College have signed a cross-registration agreement that allows full-time students and employees at each of the institutions to take one course per semester at any of the other area schools. Students should check with the Office of the Registrar for specific requirements.

The College provides opportunities for financially and academically disadvantaged students to obtain higher education by participation in the New York State Higher Education Opportunity Program. HEOP offers students personal counseling and academic advising, financial assistance, special tutoring, and remedial education programs.

The Collegiate Science and Technology Entry Program (CSTEP) provides academic support for underrepresented minority and/or economically disadvantaged students who have an interest in careers in scientific, technical, and health-related fields.

Utica College's programs are designed to give all students a sound basis in liberal arts and sciences. Students may choose a specific major at the time of entry or remain undecided for two years while they explore a variety of majors. Once a major is chosen, students may change majors if interests change after entering college. Changing majors, however, may necessitate additional time to complete the degree, depending upon requirements of the new major.

Students will complete courses in three basic areas that apply to all programs: (1) general education; (2) major and major-related program requirements; and (3) electives. These three basic areas are explained in more detail on the following pages. Students must fulfill all requirements of each of these areas to be eligible for graduation.

**Our Academic Promise**

The foundation for Utica College's entire undergraduate academic program is a commitment to liberal education integrated with professional study.

A liberal education is designed to help you develop the intellectual skills you need to succeed, not only in your career but throughout your life as a flourishing individual and responsible citizen.

Utica College's commitment to liberal education dovetails with its historical mission of educating students for rewarding careers. Whether you are in a professionally focused major such as physical therapy, computer science, or
economic crime investigation or in a more traditional liberal arts major such as biology, history, or philosophy, you will develop the intellectual skills that define a liberal education, while you also gain practical, career-focused experiences.

In 2013, Utica College’s faculty adopted five intellectual skills which they consider critical to a liberal education. These skills are infused throughout all aspects of the College’s undergraduate programs:

**Communication** - The ability to communicate information and attitudes clearly and precisely.

**Critical Analysis and Reasoning** - The ability to seek out relevant evidence, evaluate it, and draw justified conclusions.

**Synthesis** - The ability to draw fruitful connections between topics and ideas and to create new understanding.

**Social Awareness** - An understanding of the nature and origins of the social world and an ability to operate within it.

**Quantitative Literacy** - The ability to interpret quantitative information and to present information in quantitative forms.

These skills are assessed at the Institutional level. More information about this assessment process may be found at the [Assessment web page](#).

**CREDIT HOURS**

Instructional courses must offer a minimum of 12 ½ hours of active instruction for each credit hour with twice that time allotted for student work outside the classroom, as required by New York State. Accordingly, a three-credit course consists of a minimum of 37 ½ hours of active instruction with the expectation that the student will spend twice that time on outside assignments such as homework, research, and review. This definition is consistent throughout all modes of instruction – on-ground, hybrid, and online – for both undergraduate and graduate classes. This definition applies equally to courses of any length, including 8-week courses.

Supervised courses (courses that offer students immersion experiences in another culture without formal lectures, presentations, and laboratory work) offer one academic credit per five days in situ of the course.

Laboratory courses offer one credit hour for each 37 ½ hours of laboratory work.

The Office of the Provost, in consultation with the Curriculum Committee, will review and determine the credit hours for courses that do not fall into the categories above.

**ACADEMIC REQUIREMENTS**

**Core (31-55 credits)**

The program seeks to provide students with educational experiences that will develop their ability to think clearly and critically, to express themselves accurately, and to become aware of the rich and varied areas of knowledge.
Concepts introduced in the Core will be reinforced and developed through each student’s chosen course of study.

ASDN and most transfer students are not required to complete core. Students must consult the Office of Admission and review the catalog section on Transfer Student Admissions.

The faculty has identified 10 goals of the core program. These goals will be introduced at a foundational level in the Core but are intended to be reinforced and assessed throughout the curriculum. Three of the goals will be addressed specifically in major and major-related course work.

The following list outlines the academic groups from which students may select courses to fulfill the requirements, and the numbers of all courses that have been approved as Core courses. For descriptions of each of these courses, see the “Courses of Instruction” section of this catalog. Some Core courses satisfy major and major-related courses or prerequisites for those courses.

**Component One: Foundations of Understanding (0-24 credit hours)**

I. **Written Communication** .................................................. 6 credits*

   **Goal 1:** Students will demonstrate the ability to write logically, clearly, precisely and persuasively through accurate reading and observation; and to acquire, organize, present and document information and ideas.

   The following courses are intended to provide a foundational understanding of Goal 1:
   - ENG 101: Written Communication I ................................. 3 credits
   - ENG 102: Written Communication II .................................. 3 credits
   or demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

*Some students may be required to take ENG 100 in addition to Core requirements.

II. **Oral Communication** .......................................................... 3 credits

   **Goal 2:** Students will demonstrate the ability to speak logically, clearly, precisely and persuasively through accurate reading and observation; and to acquire, organize, present and document information and ideas.

   The following courses are intended to provide a foundational understanding of Goal 2:
   - COM 101: Interpersonal Communication ............................ 3 credits
   - COM 103: Public Speaking ................................................. 3 credits
   - THE 136: Elements of Acting ............................................. 3 credits
   or demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)
III. **Foreign Languages** ........................................... 6 credits
    
    **Goal 3:** Students will demonstrate competency in a language other than English and an appreciation of the culture of its native speakers.

    The following courses are intended to provide a foundational understanding of Goal 3:
    
    Beginning Foreign Language I (101 level) ........................................ 3 credits
    Beginning Foreign Language II (102 level) ................................. 3 credits
    or demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

IV. **Quantitative Reasoning** ........................................... 6 credits*
    
    **Goal 4:** Students will demonstrate proficiency in mathematics and an understanding of quantitative reasoning.

    The following courses are intended to provide a foundational understanding of Goal 4: Students should select two of the following courses, at least one of which must have MAT as a prefix:
    
    ECN 241: Statistics ** ........................................... 3 credits
    MAT 104: Intermediate Algebra ........................................... 3 credits
    MAT 107: Introduction to Mathematics .................................... 3 credits
    MAT 112: Basic Statistics** ........................................... 3 credits
    MAT 131: Plane Trigonometry ........................................... 3 credits
    MAT 143: Mathematical Analysis for Business and Economics I .3 credits
    MAT 151: Pre-Calculus ........................................... 3 credits
    MAT 201: Calculus I ............................................. 3 credits
    PSY/SOC 211: Statistics in the Behavioral Sciences** .................. 3 credits
    or demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

*Some students may be required to take MAT 100 in addition to Core requirements.

**Only one of these courses may be taken for credit.

V. **Computer Use** ..................................................... 1-3 credits
    
    **Goal 5:** Students will demonstrate skill in using digital technology, such as computers and the Internet, to gather, analyze and present information.

    CSC 117: Microcomputers and Application Software ............ 3 credits
    CSC 118: The Internet: Information Retrieval and Organization . 3 credits
    or a course designated by the student’s major to be taken before the end of the sophomore year ........................................... 1-3 credits
    or demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)
For Biology majors this goal is satisfied by taking both of these required courses:
BIO 231: Research Methods in Biology I .......................... 3 credits
BIO 232: Research Methods in Biology II .......................... 3 credits

For Construction management majors this goal is satisfied by taking all of these required courses:
CMG 103 Introduction to Construction Management .............. 3 credits
CMG 117 Construction Graphics and Applications ............... 3 credits
CMG 221 Methods and Materials I ................................. 3 credits
CMG 223 Surveying .................................................. 3 credits
CMG 331 Estimating I ............................................... 3 credits
CMG 332 Estimating II ............................................. 3 credits

Component Two: Understanding from Multiple Perspectives (25 credit hours)

VI. Humanities ................................................................. 9 credits

Goal 6: Students will demonstrate an understanding of literary and fine, visual, or performing arts and their cultural context by expressing an informed response to artistic creations.

One course from each of the following two categories will begin the development of those capabilities required to achieve Goal 6.

Literature
ENG 135: Introduction to Literature .................................. 3 credits
ENG 145: Topics in Literature ......................................... 3 credits
ENG 195: American Literature and Culture ....................... 3 credits
ENG 245: Major Figures in English Literature:
  Through the 18th Century ........................................... 3 credits
ENG 246: Major Figures in English Literature:
  Since the 18th Century ............................................ 3 credits
ENG 295: Major Figures in American Literature:
  Colonial Times – 1865 ............................................. 3 credits
ENG 296: Major Figures in American Literature:
  Since the Civil War .................................................. 3 credits
LIT 205: Masterpieces of Western Literature:
  Through the Renaissance ........................................... 3 credits
LIT 206: Masterpieces of Western Literature:
  Since the Renaissance ............................................ 3 credits

Fine, Visual, and Performing Arts
FIA 115: Introduction to Art ......................................... 3 credits
FIA 245: History of Art I ............................................. 3 credits
FIA 246: History of Art II ............................................ 3 credits
MUS 115: Introduction to Music.........................3 credits
MUS 245: History of Music I ..........................3 credits
MUS 246: History of Music II ..........................3 credits
THE 115: Introduction to Theatre..........................3 credits

Goal 7: Students will demonstrate the ability to develop a critical perspective, to analyze and evaluate arguments, and to use arguments to arrive at rationally justified belief.

One course in Philosophy/Semiotic Systems will begin the development of those capabilities required to achieve Goal 7.

ENG 103: Introduction to the English Language .................3 credits
PHI 101: Critical Thinking ................................3 credits
PHI 103: Problems in Philosophy ..........................3 credits
PHI 104: Philosophy of Religion ..........................3 credits
PHI 107: Ethics ...........................................3 credits
PHI 108: Professional Ethics ................................3 credits
PHI 205: History of Ancient Philosophy .......................3 credits
PHI 206: History of Modern Philosophy .......................3 credits

VII. Natural Sciences.............................................7-8 credits

Goal 8: Students will demonstrate an understanding of the scientific method of inquiry and/or standard experimental techniques and knowledge of the natural sciences

One course from two of the following categories (one course must be a four-credit laboratory course) will begin the development of those capabilities required to achieve Goal 8.

Biology
BIO 101 and 102: Human Anatomy and Physiology I & II ...... 4 credits
BIO 111/111L: Human Ecology .............................3 or 4 credits
BIO 112/PSY207: Human Sexuality ........................3 credits
BIO 113: Human Genetics ..................................3 credits
BIO 211: General Biology I ................................4 credits

*Both courses are required to receive Core credit.

Chemistry
CHE 103: Chemistry and Society ............................3 credits
CHE 105: Chemistry of Everyday Things .....................3 or 4 credits
CHE 211: General Chemistry I ..............................4 credits

Environmental Science
ENV 201: Introduction to Environmental Issues ..................3 credits
Geology
GOL 105L: Society, Earth, and the Environment ..............3 or 4 credits
GOL 115: Introduction to Oceanography .....................3 credits
GOL 225: Physical Geology ..................................4 credits
GOL 226: Historical Geology .................................4 credits

History and Philosophy of Science and Technology
HPS 126: The Rise of Modern Science: Aristotle to Newton ....3 credits

Physics
PHY 116: Astronomy: A Study of the Universe ............3 credits
PHY 123: Physics for Liberal Arts ...........................3 credits
PHY 151: General Physics I: Mechanics, Heat, and Waves ....4 credits
PHY 163: How Things Work ..................................3 credits
PHY 261: Physics I ............................................4 credits

VIII. Social Sciences ......................................................9 credits
Goal 9: Students will demonstrate an understanding of history and heritage; the individual, culture, and society; and social institutions and processes.

One course from each of the following categories will begin the development of those capabilities required to achieve Goal 9:

History & Heritage
ANT 251(D): Native American Culture and History ..........3 credits
HIS 126: America, 1500 to 1877 ............................3 credits
HIS 127: America 1877 to Present ............................3 credits
HIS 135(D): Africa and the World ............................3 credits
HIS 145(D): Asia and the World..............................3 credits
HIS 165(D): Europe and the World ...........................3 credits

Social Institutions and Processes
ECN 141: Principles of Macroeconomics ......................3 credits
GOV 101: Introduction to Politics and American Government ....3 credits
GOV 261 (D): International Relations ..........................3 credits
IST101(D): World Regional Geography .......................3 credits
JLM 181: Introduction to Mass Communication ...............3 credits

The Individual, Culture, and Society
ANT 101(D): Cultural Anthropology ..........................3 credits
PSY101: Introduction to Psychology ..........................3 credits
SOC 151(D): Human Society .................................3 credits
Goal 10: Students will develop an awareness of and an appreciation for the importance of interacting effectively with people of diverse backgrounds.

One course with a D (Diversity) designation will begin the development of this awareness. Courses with a (Diversity) D designation can be found in the Schedule of Classes.

Component Three: Integrated Writing (6 credits)
6 credits .... two courses designated as writing intensive after a student has completed 27 credit hours. *

*Three credits for transfer students who transfer with Core complete.

Core Exemption Criteria
For details about exemption procedures, consult with the coordinator of the relevant department.

Goal I – Written Communication
ENG101: For exemption from ENG101, students must provide the Basic Studies Committee with three college-level essays and an impromptu piece of writing that demonstrate the student’s ability to write clearly-organized, thesis-oriented essays. Essays will be judged on their clarity, organization, development, focus, coherence, thesis, and mechanics.

ENG102: For exemption from ENG102, students must provide the Basic Studies Committee with four well-organized, thesis-oriented essays, including an impromptu piece of writing and three college-level essays, at least one of which demonstrates the student’s ability to write an organized, coherent research paper which correctly utilizes the conventions of one of the standard methods of documentation. Essays will be judged on their clarity, organization, development, focus, coherence, thesis, mechanics, research, and documentation.

Goal II - Oral Communication
Exemption from the oral communication requirement shall be granted by providing demonstrated competence in one or more of the following ways:
1. Proof of coursework or other significant structured learning that provided both experience in oral communication (skill development) and in the theoretical foundations of the field;
2. Written testimony by qualified persons acquainted with the applicant’s experience in both the performance and theoretical aspects of the field;
3. Other forms of proof (portfolio, taped performance, etc.) that attest to the applicant’s experiences in, and knowledge of, the field.

At the discretion of the faculty, some form of presentation may be required in addition to the above criteria.
Goal III - Foreign Languages

Students who have achieved an A average with 3 years of high school language or a B average with 4+ years are exempt from 101 and 102. Those with 3 years and an B average are placed in 102. Two or fewer years with up to a B average are placed in 101. Native and bilingual speakers are evaluated on a case by case basis.

Goal IV – Quantitative Reasoning

Students who achieve a score of 70 or above on the Math Placement Test are exempt from 3 credits in Goal 4: Quantitative Reasoning. Exempted students may not take MAT 104 or MAT 151 for credit.

Goal V – Computer Use

Any student who wishes to be exempt from Goal V – Computer Use must achieve a passing grade on the computer proficiency assessment test or show evidence of computer proficiency.

Major and Major-Related Requirements

At Utica College, students can select from a variety of majors in the fields of humanities, science and mathematics, behavioral studies, management, and health sciences. The purposes of UC’s major programs are to enable students to concentrate a substantial portion of their college studies in the academic areas most closely related to their specific interests, and to permit them to pursue advanced study and research in the academic disciplines they find most interesting and challenging.

The major programs provide the academic and professional education students will use to pursue a career in their special fields of interest. All available programs are described in the section of this catalog titled “Programs of Study.”

A student should select a major before the end of his or her sophomore year. Students may select a minor (in consultation with their major adviser) any time before the semester in which they will have graduated. Forms for this purpose are available in each of the school offices and the Academic Support Services Center.

Electives and Minors

Students will be able to register for additional courses of their own choosing. The choice of electives may include one or more minors and will result in a broad range of knowledge and awareness that can enrich the student's working and leisure life.

A minor is a prescribed group or sequence of courses that is designed to give significant experience in a subject area different from a major. Students do not have to select a minor in order to graduate, but discussions with their advisers may lead them to select a minor in order to add a special dimension to their program. The minors available at Utica College are listed alphabetically with the majors in the section of this catalog titled “Programs of Study.” Forms for declaring minors are available in each of the school offices and in the Academic Support Services Center.
**Basic Academic Skills**

At Utica College, faculty recognize that not all students come to the College with the same level of academic skills. Some students need to develop their competence in such areas as reading and study strategies, writing skills, math skills, and speech and discussion skills.

The academic record of every applicant is reviewed carefully and those students needing development in a particular area are enrolled in freshman courses designed to meet their needs. Students who are so assigned must successfully complete the course(s) before registering for the next level of course work in the subject area.

Students must achieve a minimum grade of C when taking developmental courses (English 100, Reading 100, Mathematics 100) for the first time in order to receive academic credit.

**Honors Program**

The Honors Program offers intellectually talented students the opportunity to participate in an enriched course of study fully integrated with the regular academic program. The Honors Program has two parts: Intermediate Honors, related to general education requirements for the freshman and sophomore years; and Major Honors, related to individual scholarship in the student’s major course of study in the junior and senior years. Only those students enrolled in on-ground undergraduate programs may participate in the Honors Program.

**Intermediate Honors**

Intermediate Honors emphasizes the interrelationship of all knowledge and gives students a solid education in the liberal arts, with an emphasis on general education’s goal to have students think and write critically and analytically.

Intermediate and Major Honors express Utica College’s commitment to supporting challenging academic opportunities that may serve as a model for the larger College community.

Admission to the Intermediate Honors is by application. Students eligible to apply will be notified by the Office of Undergraduate Admissions early in the spring of their senior year in high school. The application requires submission of a short response essay and a graded paper from any senior level high school class. Additionally, toward the end of the fall semester, the director of the Honors Program sends a faculty-wide memo requesting names of exceptional students who may then be invited to apply for late admission on the basis of their academic record in their first semester or first year of college.

To earn Intermediate Honors, students must satisfy the following requirements:

- Complete English 102H, a special section of Written Communication reserved for honors students, to fulfill the College writing requirement. Honors students do not take the regular English 101-102 sequence.
• Complete an enriched program based on the Core requirements described in the College catalog. Students will take an Honors Psychology course, PSY 101H, in the fall of the freshman year, and in the spring, an Honors Literature course, ENG 235H. In the fall of the sophomore year, students enroll in Honors History 145 or 165, and in the spring, they take an Honors Sociology course.

• Complete one interdisciplinary seminar developed for honors students, to be taken in the spring of the freshman year. This is UCC 259.

• Achieve a cumulative grade point average of 3.4 for the freshman and sophomore years.

Students who complete Intermediate Honors successfully will have their achievement noted on their Utica College transcripts. Please note honors students are expected to adhere to strict standards of academic honesty and integrity. Instances of plagiarism will result in dismissal from the program.

**Major Honors**

Major Honors offers students special opportunities for intensive study and research in their major academic area, for working closely with faculty members, and for understanding their discipline in relation to others.

Admission to Major Honors is by invitation and will be extended to continuing or transfer students whose performance in their first two years of college satisfies the requirements of the major department and the Honors Program.

To earn Major Honors students must satisfy the requirements of the major department:

• Usually it means completing six credit hours of course work in their major that has an honors designation and that culminates in an honors project (research or creative activity) to be presented at the annual spring research day or another appropriate forum.

• Achieve a cumulative grade point average of 3.4 for the junior and senior years.

• Complete any additional requirements established by the major and kept on file in the appropriate school office.

Students who complete Major Honors successfully will have their achievement noted on their Utica College transcripts.

Please note, the honors program expects members to adhere to strict standards of academic honesty and integrity. Instances of plagiarism will result in dismissal from the program.
INTERNATIONAL OPPORTUNITIES AND STUDY ABROAD

Utica College is committed to providing opportunities that encourage students to become conscientious citizens in a global community, and that enable students to become involved in service and employment with international dimensions. This is achieved in a variety of ways including international and multicultural aspects of the curriculum, cultural activities, lecture series, and other activities on campus. The College participates in bilateral exchange programs with universities in Japan, Poland, Finland, Hungary, Peru, Scotland, South Korea and Wales for both faculty and students, as well as a faculty and student exchange program with the post-Soviet Union through the American Council of Teachers of Russian. UC students also may study at American College Dublin in Ireland.

Students may, in addition, participate in study abroad programs through Syracuse University's centers abroad in Madrid, Beijing, Istanbul, Santiago, Strasbourg, Florence, London, and Hong Kong. Other study abroad programs can be arranged. Students also may participate in the Washington Semester Foreign Policy Program or the United Nations Semester Program, which are arranged through other schools, or UC’s London Learning Experience.

Plans for study abroad should be made as early in a student's college career as possible as some programs may have specific language or other requirements. For additional information, including appropriate permission forms, contact the Office of International Education. (www.utica.edu/academics/international/studyabroad.cfm).

Students in the ASDN and online programs may be able to study abroad. Students must consult the major advisor for further information.

ACCELERATION OF STUDY

Students may accelerate the completion of their programs of study by taking courses during UC’s Summer Session or by taking extra courses during the academic year with the approval of the dean of the school in which they are majoring. In some cases, the approval of the provost and vice president for academic affairs may also be necessary. See “Special Admission Programs” in the “Admission to Utica College” section of this catalog for other opportunities.

ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE

Utica College awards college credit to students who have participated in the Advanced Placement program (AP) and the International Baccalaureate program (IB) and taken the AP and IB exams. Students who have taken AP or IB exams in high school must request that their official test scores
be sent directly from the College Board or the International Baccalaureate Organization to the Office of Undergraduate Admissions, even if the exams or coursework are reflected on prior high school or college transcripts. Please see the AP and IB sections on the Utica College Transfer Admissions website for further information regarding course equivalencies and corresponding scores needed for transfer credit eligibility.

AP and IB equivalencies will be reviewed periodically and are subject to change. Students will receive the equivalency that is in effect at Utica College at the time of their matriculation. Credit awarded will not affect a student’s grade point average at Utica College. The total number of credits transferred may affect a student’s eligibility for Graduation Honors. Please see the section on Graduation Honors for information about residency requirements.

**Limits:** Policies governing the evaluation of transfer credit will apply.

**Advanced Placement equivalencies will be reviewed periodically and are subject to change.**

<table>
<thead>
<tr>
<th>AP Course Title</th>
<th>UC Equivalent</th>
<th>Credits</th>
<th>Minimum Score (or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>FIA245&amp;246: History of Art I &amp; II</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO211: General Biology I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>MAT201: Calculus I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MAT 201&amp;202: Calculus I &amp; II</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE211: General Chemistry I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>CHI101&amp;102: Beginning &amp; Culture</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSC101: Computer Science I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSC101: Computer Science I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSC101&amp;102: Computer Science I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>English Language</td>
<td>ENG135: Introduction to Literature OR Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>ENG101&amp;135: Written Communication &amp; Introduction to Literature</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Govt &amp; Politics</td>
<td>GOV Elective</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>GOV101: Intro to Politics &amp; &amp; Policies</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV201: Introduction to Environmental Issues</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>European History</td>
<td>HIS165: Europe and the World &amp; Elective</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>French Language &amp; Culture</td>
<td>FRE101&amp;102: Beginning French I &amp; II</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
The Undergraduate Program

German Language GER101&102: Beginning German I & II

Human IST101: World Regional Geography

Italian Language ITA101&102: Beginning Italian I & II

Japanese Language JPN101&102: Beginning Japanese I & II

Latin LAT101&102: Beginning Latin I & II

Macroeconomics ECN141: Macroeconomics

Microeconomics ECN131: Microeconomics

Music Listening MUS115: Intro to Music & Literature

Music Theory MUS Elective (liberal arts)

Physics B PHY151: General Physics I

Physics C PHY152: General Physics II

Psychology PSY101: Introduction to Psychology

Spanish Language SPA101 & 102: Beginning Spanish I & II

Spanish Literature SPA Elective

Statistics MAT112: Basic Statistics

Studio Art 2-D FIA Elective (free elective)

Studio Art 3-D FIA Elective (free elective)

Studio Art: Drawing FIA151: General Drawing

U.S. History HIS126&127: America 1500-1877 & America 1877-Present

World History HIS145: Asia and the World

Notes:
Credit for AP exams posted on high school transcripts will not be used to update a student's record at Utica College. It is the responsibility of the student to request a copy of the scores to be sent directly to the Office of Undergraduate Admissions, 1600 Burrstone Road, Utica NY 13502-4892.

International Baccalaureate (IB) equivalencies will be reviewed periodically and are subject to change.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>UC Equivalent</th>
<th>Credits</th>
<th>Minimum Score (or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Anthropology| ANT101: Introduction to
             | Anthropology                   | 3       | 5                         |
| Arabic SL   | ARB101: Beginning Arabic I     | 3       | 5                         |
| Arabic HL   | ARB101 & 102: Beginning Arabic I & II | 6   | 5                         |
| Design      | FIA Elective (free elective)   | 6       | 5                         |

International Baccalaureate (IB) equivalencies will be reviewed periodically and are subject to change.

IB Exam     UC Equivalent                  Credits Minimum Score (or higher)
Social      |                                |         |                           |
Anthropology| ANT101: Introduction to
             | Anthropology                   | 3       | 5                         |
Arabic SL   | ARB101: Beginning Arabic I     | 3       | 5                         |
Arabic HL   | ARB101 & 102: Beginning Arabic I & II | 6   | 5                         |
Design      | FIA Elective (free elective)   | 6       | 5                         |
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Name</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts HL</td>
<td>FIA115: Introduction to Art &amp; Elective (liberal arts)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Biology SL</td>
<td>BIO Elective</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Biology HL</td>
<td>BIO211&amp;212: General Biology I &amp; II</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Business &amp; Mgmt HL</td>
<td>MGT Elective (free elective)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry SL</td>
<td>CHE Elective</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>CHE211&amp;212: General Chemistry I &amp; II</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Chinese HL</td>
<td>CHI101&amp;102: Beginning Chinese I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Economics HL</td>
<td>ECN131&amp;141: Microeconomics &amp; Macroeconomics</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>English HL</td>
<td>ENG101: Written Composition</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>ENV201: Introduction to Environmental Studies</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>French HL</td>
<td>FRE101&amp;102: Beginning French I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Geography HL</td>
<td>IST101: World Regional Geography</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>German SL</td>
<td>GER101: Beginning German I</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>German HL</td>
<td>GER101&amp;102: Beginning German I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Modern Greek HL</td>
<td>FLG1LA &amp;2LA: Foreign Language (satisfies core GenEd requirements)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Hebrew SL</td>
<td>FLG1LA: Foreign Language</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Hebrew HL</td>
<td>FLG1LA &amp;2LA: Foreign Language (satisfies core GenEd requirements)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Hindi HL</td>
<td>FLG1LA &amp;2LA: Foreign Language (satisfies core GenEd requirements)</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>American History</td>
<td>HIS126&amp;127: America 1500-1877 &amp; America 1877-Present</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>European History</td>
<td>HIS165: Europe and the World &amp; Elective</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>East Asia History</td>
<td>HIS145: Asia and the World &amp; Elective</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Islamic History</td>
<td>HIS Elective (liberal arts)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>African History</td>
<td>HIS135: The African Experience</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Italian HL</td>
<td>ITA101&amp;102: Beginning Italian I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Japanese HL</td>
<td>JPN101&amp;102: Beginning Japanese I &amp; II</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>MAT201: Calculus I</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Meth/Mathematics SL</td>
<td>MAT Elective</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Studies Math SL</td>
<td>MAT Elective</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Subject</td>
<td>Course Description</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>MUS115: Introduction to Music</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHI101: Critical Thinking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physics SL</td>
<td>PHY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physics HL</td>
<td>PHY151&amp;152: General Physics I &amp; II</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Portuguese SL</td>
<td>FLG1LA: Foreign Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Portuguese HL</td>
<td>FLG1LA &amp;2LA: Foreign Language (satisfies core GenEd requirements)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY101: Introduction to Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Russian HL</td>
<td>RUS101&amp;102: Beginning Russian I &amp; II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Spanish HL</td>
<td>SPA101&amp;102: Beginning Spanish I &amp; II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>THE115: Introduction to Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Turkish HL</td>
<td>FLG1LA &amp;2LA: Foreign Language (satisfies core GenEd requirements)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>World Religions</td>
<td>PHI104: Philosophy of Religion</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Subject Examinations of the College-Level Examination Board**

*Time:* Before or during attendance at Utica College.

*Place:* As designated by the College Level Examination Program, Box 977, Princeton, NJ 08540. Ask that scores be sent to the Office of Admissions or the Office of the Registrar, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892.

*Credit:* Maximum of six semester hours for each examination, the credit not to exceed that assigned to an equivalent course offered at Utica College. **The minimum score is the mean score achieved by C students in the national norms sample.**

*Cost:* Only the fee paid to the College Entrance Examination Board.

*Approvals:* Matriculated students need the approval of their adviser, the school dean, and the registrar, by completing a Permission to Study Form.

**Dual Enrollment or Bridge Coursework**

College credits may be earned through Dual Enrollment or Bridge courses completed while in high school. Students should have an official transcript sent from the credit-granting institution sent directly to the Office of Undergraduate Admissions, even if the coursework is reflected on their high school transcript. **Procedures governing the evaluation of transfer credit will apply.**

**College-Level Examination Program (CLEP)**

CLEP provides a mechanism for students to meet the requirements of a class through examination. Utica College recognizes students’ prior learning by accepting the CLEP tests indicated in the CLEP equivalencies chart posted on the Utica College Transfer Admissions website. CLEP equivalencies will be reviewed periodically and are subject to change. Scores must be at or above the 50th percentile.
Approvals: Students planning to take CLEP tests while at Utica College are urged to do so no later than the semester before they expect to graduate. Matriculated students must obtain approval from their adviser, school dean and the registrar through a Permission to Study form and (if applicable) a Residency Waiver. Permission will not be given to repeat a CLEP exam.

Limits: A maximum of 15 CLEP credits will be accepted.

College Proficiency Examinations

Time: Before or during work at Utica College.

Place: As directed by the agency administering the exams.

Credit: Up to six semester hours for each examination, the credit not to exceed the amount assigned to an equivalent course at Utica College. The minimum acceptable grade is: P, C, or 50, depending on how the grade is reported.

Cost: Only the fee paid to the agency administering the exams.

Approvals: Matriculated students must complete a Permission to Study Form with approvals from their adviser, the school dean, and the registrar.

Credit from Noncollegiate Institutions

Time: Before or during work at Utica College.

Place: Any noncollegiate organization listed in College Credit Recommendations published by the University of the State of New York.

Credit: Variable, based on the recommendation in the College Credit Recommendations.

Cost: None.

Limits: Procedures governing the evaluation of transfer credit will apply.

United States Armed Forces’ Institute (USAIFI) or Defense Activity for Non-Traditional Educational Support (DANTES) Examinations

Time: After completion of USAFI Subject Standardized Tests, End-of-Course Tests, and Subject Examinations or completion of DANTES Subject Standardized Tests and before admission to Utica College.

Place: The Utica College Office of Admissions, to which the appropriate USAFI or DANTES records should be submitted.

Credit: Variable, based on the USAFI or DANTES catalog. Minimum scores required are: 20 for Subject Standardized Tests, and S for End-of-Course Tests or Subject Examinations.
Military Service School Credit

**Time:** After finishing military service training courses and before entering Utica College.

**Place:** The Utica College Office of Admissions, to which the records of the student’s training course should be submitted.

**Credit:** Variable, to be based on *A Guide to the Evaluation of Educational Experiences in the Armed Services*, Commission on Accreditation of Service Experiences, the American Council on Education.

**Cost:** None.

**Limits:** Procedures governing the evaluation of transfer credit will apply.

Credit Earned through Correspondence Courses

**Time:** Any time before graduation from Utica College.

**Place:** Any accredited institution or any institution that is a recognized candidate for accreditation that offers correspondence courses.

**Cost:** Only the fee to the institution offering the correspondence courses.

**Limits:** Procedures governing the evaluation of transfer credit will apply.

Veterans’ Credit for Physical Education

**Time:** After matriculation at Utica College.

**Credit:** Three hours in place of, and not in addition to, the three credit hours of physical education that may be earned through courses at Utica College.

**Cost:** None.

**Approvals:** Those of the adviser and the school dean.

Cooperative Education

Cooperative Education is an educational program that enables students to apply classroom learning in a real work environment. All co-op students work under the supervision of a site supervisor who directs their activities on the job site and evaluates their progress.

Students may alternate periods of work and school throughout the calendar year or follow the parallel model where they work and take classes during the same semester. Most work assignments are 12 to 14 weeks in duration. *These are paid opportunities that receive transcript recognition by registering for UCC 310. Students must also register with the Office of Career Services.*

Students in the ASDN program are not eligible to participate. Students in online programs need to consult their major advisor.
WASHINGTON INTERNSHIPS

Utica College is an affiliate of The Washington Center for Internships and Academic Seminars, a nonprofit educational institution that provides comprehensive learning opportunities in the nation’s capital for students from 750 colleges and universities. The program includes internship placement, supervision, programming, and evaluation; housing and student life activities; and short term academic seminars.

All on-ground students (in any major field) may apply, but the College will select the best candidate(s). ASDN students are not eligible. Students in online programs need to consult the major advisor to see if they are eligible to participate. Minimum requirements include a completed application form, a 2.5 GPA, completion of at least 45 credit hours, two appropriate letters of recommendation, a résumé, and a goals and issues essay. For more information, contact the government and politics department.

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

Admission to Utica College is available through the Higher Education Opportunity Program, a joint venture undertaken by Utica College and New York state. The program is designed for students who, irrespective of age, race, creed, color, sex, or national origin, are both academically and economically disadvantaged. Eligibility is determined by comparing a student’s academic qualifications and financial condition with the guidelines approved by the New York State Education Department. Students must be residents of New York state and must have demonstrated potential for success in higher education.

Transfers from an equivalent special program approved as such by the State Education Department also are invited to apply. Students will receive financial support and supportive services such as academic and personal counseling and tutoring up to a maximum of 10 semesters (five years).

First-time HEOP freshmen are required to attend the five-week pre-freshman Summer Institute, which is designed to serve as a bridge between high school and college. The coursework is carefully chosen to match each student’s level of skills and future career goals. Students accepted into the Institute will be required to take Reading 100 and English 100, as well as Mathematics 100 or Mathematics 104. Students will be placed in these courses according to their placement test results and will take them as credit courses. In addition, a non-credit complement of courses in study skills, basic skills, and the basic methods of inquiry will be required for each participant. A staff of counselors and tutors is available to help students in their adjustment to college life.

For additional information, contact the Office of Opportunity Programs or the Office of Admissions. HEOP is available only to students in on-ground programs.
COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP)

The Collegiate Science and Technology Entry Program is a New York state-funded project designed to assist underrepresented minority and/or economically disadvantaged students in completing pre-professional or professional education programs of study that lead to licensure. CSTEP provides academic support services, counseling, and advisement for eligible students who have an interest in careers in scientific, technical, and health-related fields. Students are encouraged to participate in the five-week pre-freshman Summer Institute (see HEOP).

For additional information, contact the Office of Opportunity Programs or the Office of Admissions. CSTEP is available to students in on-ground programs.

SUMMER INSTITUTE

Summer Institute is a five-week summer enrichment program designed to assist incoming pre-freshman enrolled in HEOP and CSTEP in making the transition from high school to college. It offers a complement of support services, academic credit courses and skills workshops developed specifically to enhance the first-year students’ personal, social and academic development in preparation for college success.

For additional information, contact the Office of Opportunity Programs or the Office of Undergraduate Admissions.

YOUNG SCHOLARS LIBERTY PARTNERSHIPS PROGRAM

The Young Scholars Liberty Partnerships Program (YSLPP) is a collaborative project launched in 1993 between Utica College and the Utica City School District. This nationally recognized multi-year program for young people is designed to produce more college-bound students from the ranks of traditionally underrepresented populations in the Utica City School District. It was created to provide support services aimed at raising student expectations and performance and extending them access to higher education.

Participating students have been very successful in meeting certain academic goals through their middle school and high school years. The YSLPP will help them meet those goals by offering year-round educational opportunities and individual support through a structured program of counseling and encouragement to help them work to their full potential. The program is designed to provide a balance between academic and personal or social growth, offering activities and programs to further the development of self. During the summer more than 200 Young Scholars are on campus for summer programs that range from math and science enrichment and/or remediation
to individual tutoring for Regents test preparation. Parents or guardians are asked to take part in appropriate activities and to provide ongoing support and encouragement to participating students.

Among the many benefits of the YSLPP are those affecting the Utica College community. UC students enhance their education by performing worthwhile community service, and many students earn valuable experience tutoring in the local schools and planning and participating in on-campus YSLPP experiences.

**Preparation for Graduate and Professional Schools**

Utica College graduates have gained acceptance to the best professional schools in the country. The College curriculum prepares those interested in further work in the various majors and meets pre-professional requirements in the following specialized areas:

**Certified Public Accountant**

The major in public accountancy as a registered curriculum meets the academic requirements for New York state.

**Law**

The College offers a pre-law preparatory and advising program. Periodically pre-law meetings are held by the pre-law adviser. Students interested in law school should be in constant touch with the pre-law adviser and make use of the pre-law resources available from the Office of Career Services.

**Teaching**

Preparation for teaching in New York state must include both subject matter and professional course work. The College offers courses satisfying the requirements for a provisional certificate at the undergraduate level and permanent certification through master's degrees in a functionally related field. For detailed information, see the description of Education in the “Programs of Study” section of this catalog or contact the director of the Institute for Excellence in Education.

**Medicine and Dentistry**

Although most prospective medical students follow one of the majors in science, a major in any liberal arts area can satisfy the pre-professional academic requirements, provided the program includes six hours of English, and eight hours each in physics, biology, general chemistry, and organic chemistry. As medical and dental schools vary in admission requirements, students should note those of the college they desire to enter. Most medical schools require at least four years of college. Students may, under certain conditions,
enter professional schools of medicine or dentistry after completion of three years of undergraduate work and receive a baccalaureate degree by substituting the first year of professional study for the senior year of undergraduate work. (See “Joint Health Professions Programs.”)

**Veterinary Medicine**

The New York state requirement is two years of college work – a minimum of 60 credit hours – which must include six hours in English, eight hours in physics and zoology, and 18 hours of chemistry, part of which must be organic chemistry. Because admission requirements are not identical for all schools of veterinary medicine, students should consider the distribution of credits in the courses recommended by the veterinary schools to which they will apply.

**Pharmacy**

This area does not require pre-professional college work. Candidates are admitted upon completion of four years of high school. It is possible, however, for students to complete their first year at Utica College for transfer credit. They should obtain the approval of the pharmacy school for their freshman program.

**Optometry, Osteopathic Medicine, Podiatry, Chiropractic**

Requirements are similar to those for medicine and dentistry. See the Advisory Committee for the Health Professions by inquiring through the School of Arts and Sciences.

**Joint Health Professions Programs**

Those enrolled in joint health professions programs may, under certain conditions, enter professional schools of medicine or dentistry after completion of three years of undergraduate work and receive a baccalaureate degree by substituting the first year of professional study for the senior year of undergraduate work. Admission to joint health professions programs does not guarantee admission to the professional school.

If enrolled in joint health professions programs, students must notify the Office of the Registrar in writing at the end of the junior year of their acceptance by the professional school, and they must apply for the baccalaureate degree.

**Professional Option in Medicine and Dentistry**

This plan makes it possible for students to qualify for a B.A. and an M.D. or D.D.S. in seven years. If accepted by an accredited school of medicine or dentistry after the completion of three years of undergraduate work, students may take their senior year in the professional school and be certified for a bachelor’s degree by Utica College, provided:
1. the student has completed a total of 90 hours of undergraduate liberal arts work with at least a B average (3.0);
2. the student has met all Core requirements for the bachelor’s degree; and
3. in the student’s junior year, he or she has fulfilled 12 credit hours of advanced courses in his or her major.
   Transfer students must have completed 60 hours in residence and have met all Core requirements.

**Optometry, Podiatry, Osteopathic Medicine, and Dentistry**

At the time of application for admission to Utica College, students may also apply for admission to joint health professions programs the College maintains with the University of New England College of Osteopathic Medicine, the Lake Erie College of Osteopathic Medicine, the SUNY College of Optometry, the Ohio College of Podiatric Medicine, and the SUNY at Buffalo School of Dental Medicine. These are seven-year programs in which the student studies at Utica College for three years and for four years at the professional school. After the first year of professional school, the bachelor’s degree is awarded. Admission to the professional school is made at the discretion of the professional school and is not guaranteed. More detailed information concerning these degrees is available from the Office of Admissions and the pre-medical adviser.

In addition, the College maintains an Early Assurance Program with the SUNY at Buffalo School of Dental Medicine in which students at Utica College may be assured of admission to the dental school after two of their four years of study. Upon graduating from the College, they then enter the dental school. Please consult with the pre-medical adviser for further information.

**Advisory Committee for the Health Professions**

The Advisory Committee for the Health Professions (composed of faculty and community professionals) advises, evaluates, and writes letters of recommendation for students interested in medicine, dentistry, veterinary medicine, and other health professions/careers. Students are encouraged to work closely with the committee throughout their four years at the College.

**Second Undergraduate Degrees**

Two distinct bachelor’s degree programs may be pursued simultaneously. The programs may be in the same school or two different schools; must lead to two different career objectives; and must have two distinct degree titles (B.A./B.S.). In such cases, two degrees will be conferred, and two diplomas awarded. Combined degree programs will require the completion of 30 credits beyond the usual requirements for one degree (typically 120/128). The minimum total credits required in combined degree programs are 150.

Students may also matriculate for a second bachelor’s degree subsequent to the completion of a first bachelor’s degree. The requirements outlined above
will apply. A minimum of 30 credits beyond the first degree must be completed, and students must also complete all major and major related work for the new degree. Second degree candidates are exempt from Components One and Two of Core. To meet the requirements for Component Three, Writing-intensive Courses, second degree candidates must take one writing-intensive course at Utica College, unless their first degree is from Utica College with this requirement already fulfilled.

If a student does not meet the New York State Education Department’s mandated liberal arts requirement by virtue of a combination of courses taken as a part of the first bachelor’s degree, transferred in to Utica College, or taken at Utica College, the student must complete enough liberal arts courses at Utica College to satisfy the New York State requirements. There is no waiver of the liberal arts requirements for a second degree.

**Reserve Officer Training Corps (ROTC)**

The Reserve Officer Training Corps program of the United States Army is available to Utica College students in on-ground programs. The program is designed to produce junior officers (second lieutenants). Programs of study vary from one to four years in length all leading to a commission. Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees.

**Army**

The Army ROTC program is hosted by Syracuse University but offers all of its courses on the Utica College campus. Interested students are invited to visit the ROTC office, located in Strebel Student Center, or to call (315) 792-5282. Students may also call the ROTC office on the SU campus at (315) 443-1752, or visit the website at sumweb.syr.edu/armyrotc/. Course descriptions can be found under Military Science in the “Courses of Instruction” section of this catalog.

The ROTC program is facilitated through a college elective known as Military Science. Not all students taking Military Science are necessarily enrolled in ROTC nor will they receive a commission. The Army ROTC curriculum is a program of leadership development and instruction leading to a commission as a second lieutenant in the United States Army, the Army Reserve, or the Army National Guard. The program consists of a Basic Course (freshman and sophomore years), the Advanced Course (junior and senior years), and a five-week National Advanced Leadership Camp between the junior and senior years. Participation in the Basic Course requires no military obligation unless a student is under a scholarship contract. Participation in the Advanced Course requires successful completion of the Basic Course or validation thereof by other means such as veteran status. All Advanced Course or contracted students receive a monthly stipend and are under obligation to complete the program, accept a commission, and serve as a commissioned officer.
Air Force

The Air Force ROTC program is available at Syracuse University. The traditional program consists of four years of academic and leadership courses, beginning in the freshman year. These courses are all taught at Syracuse University, and the students are required to provide their own travel between Utica and Syracuse to attend classes. During the summer between the sophomore and junior year, students are required to attend Field Training, a four-week military encampment that must be successfully completed to continue in Air Force ROTC. Other programs, such as free-fall and soaring (conducted at the Air Force Academy), combat survival school, and jump school, are also available during the summer months, and are all voluntary. While the four-year program is traditional, arrangements can be made for sophomores and juniors who wish to join Air Force ROTC and seek a commission in the Air Force.

Any student at Utica College is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and textbooks are provided to the student at no cost. To successfully complete the program and be commissioned as a second lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica College. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also covers $750 for books and provides up to a $500 per month stipend. Any Utica College freshman or sophomore who joins and participates in Air Force ROTC is eligible to compete for a scholarship that will pay up to $15,000 per year toward tuition, cover $750 for books, and provide up to a $500 per month stipend during the school year.

Career opportunities in the Air Force include pilot, navigator, air traffic control, aircraft maintenance, nursing, communications and electronics, computer science, space and missile operations, civil, mechanical, aerospace, and electrical engineering, logistics, personnel, finance, contracting, and security police. Opportunities also exist for lawyers, doctors, and numerous other specialties. Service obligations are 10 years for pilots, eight years for navigators, and four years for all others, upon commissioning. Interested students should call (315) 443-2461, e-mail afdet535@syr.edu, or visit http://afrotc.syr.edu for more information.
INSTITUTES AND CENTERS

Utica College offers several institutes and centers that involve participants from throughout the College and the public to address issues of common interest and concern. These institutes and centers offer programs and conduct studies that focus on specific cultural, professional, and intellectual topics; provide services to students and the public; and bring a wide range of experts to the College to speak to interested groups.

For more information, please go to http://www.utica.edu/academic/institutes/
STUDENT LIFE

Utica College is committed to the development of its students, both graduate and undergraduate, as they enter a world of interesting people, engaging ideas, and stimulating activities. In order to empower, challenge, and support students in achieving their goals, we are committed to providing academic support as well as opportunities to learn through co-curricular activities. At the same time, all Utica College students need to be aware of our expectations for student conduct, our community standards and related responsibilities, including a number of important policies and processes.

Academic resources and offices that are important to be aware of include:
- Office of Graduate Studies (OGS)
- School of Online and Extended Studies (OES)
- Office of Student Success
- Office of Learning Services
- Frank E. Gannett Memorial Library
- Writing Center
- Math and Science Center

For information on co-curricular activities, living and dining on campus, and other services that will help you be successful, you will want to check out information related to the following:
- Office of Student Affairs
- Code of Student Conduct and the student conduct process
- Office of Residence Life
- Office of Campus Safety
- Campus Dining Services
- Student Health Center
- Office of Student Activities
- Counseling and Student Development

There are key policies and procedures that are important for you to be aware of, which include (but certainly are not limited to):
- Policies on sexual misconduct, sexual harassment, hazing, and bias-related behavior/hate crimes
- Information on Title IX
- Policy on distribution of copyrighted material and peer-to-peer file sharing
- The Annual Campus Safety Information and Statistics Report
- Traffic and Parking Regulations

Finally, you may be thinking about what happens next, after you graduate from Utica College. If so, some key resources will be:
- Office of Career Services
- Utica College Alumni Association
- Office of Alumni and Parent Relations

You can find information about these areas and more in the Utica College Student Handbook at [link to Student Handbook].
ADMISSION TO UTICA COLLEGE

Utica College is a selective institution that offers excellent academic and cocurricular programs. The College seeks to enroll those students who will benefit from the opportunities and advantages of UC’s distinctly personalized college environment, and who will contribute to the intellectual, social, and cultural diversity of the College community.

Each applicant receives individual consideration. Prospective undergraduate students are required to submit a completed application, high school or college transcripts, a personal essay, an application fee or a request for fee waiver, and a letter of recommendation. SAT I or ACT scores are required only for freshmen applying to the physical therapy program, the occupational therapy program, the nursing program, joint health professions programs and the Higher Education Opportunity Program (HEOP). Individual major programs may require additional information. Applicants are strongly encouraged to visit the campus for a personal interview with the admissions staff.

Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance including course of study, GPA, rank in class; cocurricular involvement; personal characteristics; writing ability; and the applicant’s potential for academic and personal success at the College. Utica College values diversity on its campus and encourages applications from students of different heritages, beliefs, and backgrounds.

Requests for application materials should be directed to the Office of Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, or by e-mail to admis@utica.edu. Interviews and campus visits may be scheduled by contacting the office at (315) 792-3006 or at 1-800-782-8884. Appointments are available Monday through Friday throughout the year, and selected Saturdays during the school year. More information can be found at www.utica.edu.
Information and applications for graduate study are available from the Office of Graduate Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, by e-mail at gradstudies@utica.edu, or by calling (315) 792-3010.

**Admission Requirements**

Freshman applicants should complete at least 16 units of secondary school credit and receive a diploma from an accredited secondary school. It is recommended that students follow a college preparatory program that includes at least four units of study in English, three units in social studies, three units in mathematics, three units in science, and two in a foreign language. Applicants submitting a high school equivalency diploma are not required to have completed 16 secondary school units; however, they must have earned equivalency scores that indicate adequate preparation for college level work.

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing in a specific profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession’s code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica College will result in denial of entry into a program or denial of continuation in a program.

**Admission Process**

Utica College conducts a rolling admissions program. The earlier an application is filed, the sooner a decision is made. It is recommended that students apply early in their senior year of high school. Application review begins in mid-October and extends until the class is filled. Individual majors that are especially competitive may be fully enrolled as early as January. The Office of Admissions prefers that applicants for the physical therapy program, the occupational therapy program, joint health professions programs, the nursing program and academic scholarships complete their applications by January 15. For those applying to the Higher Education Opportunity Program (HEOP), the application deadline is March 1.

Utica College has adopted a test-optional admission policy. Standardized tests accurately measure success in many areas and for many students, however we recognize that test scores may not reflect all students’ academic achievements and/or talents. The admissions committee will delve even deeper into the applications for students who choose to be considered under the test optional process. Additional consideration will be given to class rank, leadership, curriculum, promise of future contribution, and writing ability.
### Freshman Admissions Dates and Deadlines

#### Fall Admission

<table>
<thead>
<tr>
<th>Application Type</th>
<th>Application Deadline</th>
<th>Financial Aid Deadline</th>
<th>Notification Date</th>
<th>Response Deadline</th>
</tr>
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<tbody>
<tr>
<td>Early Decision</td>
<td>November 1</td>
<td>November 15</td>
<td>December 15</td>
<td>January 7</td>
</tr>
<tr>
<td>Early Action</td>
<td>November 15</td>
<td>February 15</td>
<td>December 31</td>
<td>May 1</td>
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<tr>
<td>Priority Regular Decision</td>
<td>January 15</td>
<td>March 1</td>
<td>February 15</td>
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<tr>
<td>Regular</td>
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<td>Rolling Admission</td>
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Applications will be accepted until programs are filled. We encourage all applicants to apply as soon as possible. Decisions are mailed within 2-3 weeks of a completed application for admission.

#### Deferred Admission

Students who wish to take time off before enrolling in college may elect to have their admission deferred for a semester or a year by submitting a written request to the Assistant Vice President of Undergraduate Admissions.* A non-refundable enrollment deposit ($300) will be required to hold a place in the subsequent entering class.

#### Early Admission

Students who demonstrate sufficient academic strength and a readiness to accept the challenges of college-level work following the junior year of high school may apply for admission to Utica College through the Early Admission option. Students admitted through Early Admission will receive a high school diploma after completing the freshman year of full-time study at Utica College.

To apply for Early Admission, students should follow the standard freshman application process. In addition, they must submit letters from their parents and guidance counselor supporting their candidacy, and a reference from the teacher of an academic subject with whom they have studied indicating their readiness for college study. A personal interview on campus is required.

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*During the interim, a deferred student may not attend any college or university.*
Transfer Student Admissions

Transfer students follow the same basic application process as freshman applicants. However, transfer applicants who have completed 30 semester hours of college study can be evaluated on the basis of their college transcripts and need not submit high school records.

Transfer credit is generally awarded for courses from regionally accredited institutions that are comparable to those offered at Utica College, provided the student has earned a grade of C or better. A transfer credit evaluation is completed by the registrar at the time the student is accepted for admission.

Candidates for the baccalaureate degree must satisfactorily complete a minimum of 30 credit hours of study at Utica College. A maximum of 90 – 98 credits may be transferred from four-year institutions, and 60 – 64 from two-year institutions, depending on one's academic major. Transfer students who matriculate with 60 or more credits need to declare a major upon entering Utica College.

Transfer students matriculating with an associate's degree or 57 credits from a four-year institution will be exempt from Components One and Two of General Education Core. Transfer students matriculating without an associate's degree or 57 credits from a four-year institution who have completed basic skill requirements in writing, math, speech, or foreign language at another institution are exempt from corresponding requirements in Component One of General Education Core. Component Three, Writing-intensive Courses, must be completed as described for transfer students in this catalog and in the Utica College Advising Manual.

Transfer students matriculating with at least 30 credits of liberal arts and sciences with at least two courses in each of the three areas of Component Two, including a lab science, will be exempt from Component Two. Transfer students with at least 30 credits of liberal arts and sciences but fewer than two courses in any of the three areas or lacking a lab science must take whatever additional General Education Core courses that are necessary to equal two in each area, including a lab science, to complete Component Two of General Education Core. Transfer students with fewer than 30 credits of liberal arts and sciences must complete all of the requirements for Component Two of General Education Core. (Students seeking an exemption from Written Communication I or Written Communication II should apply to the Basic Studies Committee of the English department in their first semester at Utica College.)

Utica College maintains contractual transfer agreements with a number of community colleges which detail specific transfer policies for students holding associate's degrees from those institutions and articulation agreements with several junior colleges. More detailed information is available in the Utica College Office of Admissions.
International Student Admissions

International students enhance the cultural richness and diversity of a campus community. Utica College welcomes applications from international students and seeks to enroll those who have demonstrated academic potential in their home countries. Students whose native language is not English are required to submit proof of their proficiency in English. TOEFL (525/195), IELTS (6.0), and MELAB (73 – 75), and SAT scores will be accepted.

International students will also be required to take additional English courses (ENG 100/101/102) to prepare them for future writing-intensive courses and assignments at Utica College.

International students may complete the Utica College application or the Common Application. The International Student Certification of Finances Form, along with third party verification, must accompany the application. The U.S. Citizenship and Immigration Services (formerly the Immigration and Naturalization Service) requires this information. While an admission decision can be made without this financial documentation, the I-20 form cannot be issued until this document and third party verification of funding are received.

Entering students who score satisfactorily on the Advanced Placement tests, the International Baccalaureate examinations, or an equivalent examination may be awarded advanced placement and credit for their academic work.

International transfer students are welcome at Utica College and will receive credit for their past academic work from accredited colleges and universities. Transcripts submitted for consideration of transfer credits must have an official translation into English. We recommend that you submit your transcripts to a recognized professional credential evaluation service.

Non-matriculated Students

Individuals may register for undergraduate classes as non-matriculated for a total of 15 credit hours per term, on a space-available basis, provided their total accrued number of credits does not exceed 75. After this point students are required to matriculate so that they may be assigned an academic adviser.

Non-matriculated students interested in taking graduate courses are limited to a total of six credit hours unless otherwise proscribed by the graduate program. (See graduate catalog for additional requirements.)

Students seeking to take additional credit hours may apply for a waiver of this policy by submitting a written request to the Office of Graduate Studies.
SPECIAL ADMISSION PROGRAMS

Opportunity Programs

Students who are eligible may be admitted to Utica College through the Higher Education Opportunity Program (HEOP), which offers support and assistance to New York State residents who meet certain educational and financial guidelines. (See Higher Education Opportunities Program in the “Undergraduate Programs” section of this catalog.)

The Collegiate Science and Technology Entry Program (CSTEP) is also a New York state-sponsored program that provides support and assistance to New York state residents. Students must be members of CSTEP-targeted student populations (African American, Latino, Native American, or low-income* Caucasian or Asian American) and pursuing degrees in CSTEP-targeted professions (accounting-CPA, biology/pre-med, math/science teaching, nursing, occupational therapy, physical therapy, pre-law, and psychology-child life). The program is open to new as well as continuing students. However, continuing students must have earned the required cumulative grade point average along with other criteria to be eligible for consideration. (See Collegiate Science and Technology Entry Program in the “Undergraduate Programs” section of this catalog.)

Joint Health Professions Programs

Applicants to the College also may apply for admission to seven-year joint programs the College maintains with several schools in the health professions. These programs lead to both the bachelor’s and professional degrees.

Further information about these programs can be found under Joint Health Professions Programs in the “Undergraduate Programs” section of this catalog. Specific information about the application process is available from the Office of Admissions.

Three-Year Study Option

Applicants for all bachelor’s degree programs may qualify for the Three-Year Study Option. Students in this program earn up to 30 hours of credit through the College Level Examination Program, General Exam. This credit applies to the College’s general education requirements.

Information about these examinations can be found under Competency and Experience Credit in the “Undergraduate Programs” section of this catalog.

Transfer students who have taken these examinations for credit at other institutions also may qualify. For complete instructions regarding admission to the Three-Year Study Option, write to the Office of Admissions.

*As documented by the New York State Education Department’s income guidelines.
Veterans

Veterans of the Armed Services are encouraged to apply for admission to Utica College. Counselors are available on campus to assist veterans with admission, academic planning, and financing of their education. In many cases, test requirements may be waived and credits for service training and experience may be granted. Opportunities to pursue study on a part-time basis through the Office of Graduate Studies should be investigated, as well as advanced course status in ROTC. Veterans are eligible to receive a monthly training allowance from the Veterans Administration provided they make timely application to the VA and select an appropriate training program. Deadline dates for application do not apply to veterans. Address all inquiries to the Assistant Vice President for Undergraduate Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892.

Readmission

All students seeking readmission should apply through the Office of the Registrar. (A readmit is one who was previously enrolled at Utica College and is returning.) Students who have attended another institution(s) in the interim are required to have a copy of their official transcript from those institutions sent to the Office of the Registrar.

Students who are readmitted need to meet the requirements for graduation that are found in the catalog for the year the student is readmitted. Upon readmission, students should consult with an advisor or the coordinator of the department for their major to determine the requirements for graduation.

A student whose attendance at Utica College has been interrupted for an extended period of time (usually at least 10 years) may petition the Academic Standards Committee to restart his or her college record on the following terms:

1. All previous credits currently on the Utica College record (from any institution) shall be excluded.
2. Excluded transfer credits shall not be reapplied.
3. The record of all previous work will continue to appear on the student’s official transcript, even though the College will not take this previous credit into account in calculating current credit or GPA.
4. This option may be used only once by each student and must be exercised at time of readmission.

Special Students

Students who do not wish to be considered a candidate for a degree may, with permission of the Office of the Registrar, take limited courses in the day program if space is available.
TUITION AND EXPENSES

Undergraduate, on-ground tuition at Utica College is payable on a per semester basis, plus a student activities fee, a technology fee and a health and safety fee. In addition, there is a fee per term for each laboratory science course and for occupational therapy laboratory courses. In the face of rising costs, charges will be subject to change. Students should add funds to their annual college budget for books and supplies.

Undergraduate students and Accelerated Second Degree in Nursing (ASDN) students should consult the Utica College website for program tuition and fee charges at http://www.utica.edu/enrollment/financialaid/asdn.cfm.

Students who plan to live in the residence halls should budget accordingly. See “Schedule of Tuition, Fees, and Deposits” at http://www.utica.edu/oes/tuitionandfees.cfm.

Due to the many variables in computing off-campus expenses for food and lodging (e.g., students sharing expenses, availability of transportation, etc.), students should consider off-campus expenses to be at least equal to those for students living on campus. The director of residence life maintains an up-to-date list of available off-campus housing for use by upperclassmen or transfer students.

Payment Plan

Although semester balances are due and payable by a designate date for undergraduate on-ground students, payment plans are available for the Fall and Spring terms. To enroll in Utica College’s Payment Plan the student must log in to his/her Banner Web account (bannerweb.utica.edu). Select Enter a Secure Area, enter username and password, and then enter Student and Financial Aid; Student Account; Access my Account, and choose the appropriate option. The student must pay a down payment of one fifth the semester balance and a $75 enrollment fee before the billing due date. The remaining balance will be payable in four installments during the course of the semester.

Online and ASDN students have a four-payment plan with one-fourth
due four days before classes begin. All undergraduate students should refer to utica.edu/sfs for important dates and deadlines.

**Credit Hour Charges**

Full tuition is charged for both day and continuing education students for 12 credit hours with a maximum of 19 hours for all majors. For each credit hour above this limit, students will be charged a per credit hour rate.

Permission to register for more than nine credits during the summer session will be granted only with approval of the school dean (for matriculated students).

Undergraduate, on-ground students carrying less than 12 hours are charged at a per credit hour rate.

Independent study, not part of a full-time program, is charged at the undergraduate on-ground rate, when taken.

Tuition for advanced and experience credit is $365 per credit hour.

Students should refer to the Utica College website (utica.edu/oes/tuition-andfees.cfm) for specific program rates.

**Financial Responsibility**

All students are responsible for any College debts they have incurred, including library fees, parking fines, tuition charges, fees, monetary penalties, fines, and any changes in their financial aid packages. A student will not receive his or her transcript until all bills have been paid. A student who is graduating will not receive his or her diploma until all outstanding debts have been paid.

If a College debt must be referred to outside sources for collection, the student will be responsible for paying any additional collection costs including, but not limited to, reasonable attorneys’ fees and disbursements.

**Schedule of Tuition, Fees, and Deposits**

Please refer to http://www.utica.edu/oes/tuitionandfees.cfm/.

**Schedule of Room and Board Charges**

Please refer to http://www.utica.edu/enrollment/.
General Policy Statement

The majority of Utica College’s financial assistance is provided to enable promising students to attend the College if family and personal resources are inadequate to support a college education. Promise is evaluated according to academic record (grades, rank in class, standardized tests, recommendations, community service, etc.) and personal achievements. Although it is not guaranteed, the College expects to continue to offer aid throughout the student’s education, provided that the student continues to demonstrate need, applies by the deadlines, and meets the academic achievement standards outlined on the following pages. A student who enters as a freshman will not normally be aided from College and state administered funds for more than eight semesters. Some federal funds may be available if a student requires more than eight semesters to complete a bachelor’s degree program. A transfer student can expect to be aided from federal and College administered funds for the number of credit hours required to complete bachelor’s degree requirements, providing academic standards are met. New York state funds are available for a total of eight semesters less any semesters used before transfer.

Through the Higher Education Opportunity Program (HEOP), students may receive aid if educationally and financially disadvantaged. HEOP students who enter as freshmen may be aided for a maximum of 10 semesters from all sources. An HEOP transfer student can expect to receive up to 10 semesters of aid less any semesters used prior to transfer.

The amount of need-based financial assistance awarded is based on the financial analysis systems of Utica College and the Federal Student Aid Program. Many factors are considered in determining need. The cost of attending Utica College is compared to the income, assets, and liabilities of the student and parents. Every effort is made to consider individual financial situations or any special circumstances. Students are expected to contribute from their own savings and earnings, and parents are expected to make a reasonable contribution based on an evaluation of their ability to pay.
Types of Assistance

There are two main types of assistance: gift aid and self-help aid. Gift aid includes grants and scholarships that are direct awards and repayment is not required.

Self-help aid includes loans, work opportunities, internships, and tuition waivers for service to the College. Federal loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college. The College provides work opportunities under the Federal Work-Study Program and the Student Payroll Program. Internships are positions requiring near-professional level skills and require year-round commitment. Internships generally are available only to juniors and seniors.

All forms of aid are awarded on an annual basis. Students are responsible for reapplying each year.

Available Financial Aid

Undergraduate On-Ground Students

Students applying for financial aid at UC are treated with fairness and confidentiality. A counselor from our Office of Student Financial Services will work closely with students to help them take full advantage of the resources available to them through:

- Direct aid from Utica College

  Utica College awards a number of grants based on a student’s financial need. Students eligible for these awards will see them reflected in the financial aid award notice.

- Federal and state grants
  
  Federal Pell Grants
  
  Pell Grants are awarded based strictly on the student’s Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is $5,645 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

  Federal Supplemental Education Opportunity Grants (SEOG)
  
  SEOG funds are awarded to Pell eligible undergraduate students based on their overall financial need. These funds are awarded to students directly by the College and are limited to the funds allocated to the College by the U.S. Department of Education. Students eligible for these awards will see them reflected on the financial aid award notice.

  New York State Tuition Assistance Program (TAP)
  
  TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin
study, an annual TAP award can be up to $5,000. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

- **Scholarships**
  Utica College offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need.
  Link scholarships: http://www.utica.edu/finance/sfs/options/scholarships.cfm

- **Student employment opportunities**
  Federal Work Study (FWS)
  FWS funds are awarded to undergraduate students based on their overall financial need. These funds are awarded to students directly by the College and are limited to the funds allocated to the College by the U.S. Department of Education. Students eligible for these awards will see them reflected on the financial aid award notice.

- **Student loans**
  Federal Direct Loans
  There are two types of Federal Direct loans and your eligibility for both is determined using your financial aid application.
  - Direct subsidized loans are interest-free while you are enrolled in college.
  - Direct unsubsidized loans accrue interest while you are enrolled. You can choose to pay the interest each month while in school, or allow the interest to accumulate.

  **Borrowing limits for each academic year depend on your class level:**
  - $5,500 Freshmen (maximum $3,500 may be subsidized)
  - $6,500 Sophomores (maximum $4,500 may be subsidized)
  - $7,500 Juniors/Seniors (maximum $5,500 may be subsidized)

  **Interest rates**
  Direct subsidized:
  - The interest rate for Federal Direct Subsidized Loans is fixed at 4.66% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).
Direct unsubsidized:
- The interest rate for a Federal Direct Unsubsidized Loan is fixed at 4.66% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).

Each loan disbursement on or after October 1, 2014 will have a net fee of 1.073% deducted from each disbursement.

No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

**Loan Repayment**

No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation or if students drop below half-time status. The standard repayment period is ten years. Students can apply for additional deferment of payments if students enroll in graduate school at least half-time, become unemployed, experience economic hardship, or meet other approved criteria. Students can view additional information by visiting www.studentloans.gov.

**Federal Perkins Loans**

The Federal Perkins Loan Program is a loan option available for students that demonstrate exceptional financial need. Available Perkins funds are determined on repayment by prior loan recipients. Because of this, the pool of available Perkins loan funds is limited even in cases of financial need, so not all aid applicants can be offered Perkins loans.

Additional information on the Perkins Loan:
- Maximum Award amount is $5,500 per year with a lifetime maximum loan of $27,500
- 5.0% fixed interest rate
- No interest is charged while enrolled in college at least half-time or during the nine-month grace period after leaving school
- Standard repayment period on the loan is 10 years

**Federal Direct PLUS Loans**

The Federal Direct PLUS program is a popular financing option for parents of undergraduate students.
- Borrow any loan amount up to the total cost of attendance determined by Utica College, less any awarded financial aid
- 7.21% fixed interest rate
• An origination fee of 4.292% is deducted from each disbursement

• A credit check is conducted when you begin the loan application process

• If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.

• Students with a status of “freshman”, or “sophomore”, will receive an additional $4,000, while students of “junior”, and “senior”, status will receive an additional $5,000.

• Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

**Loan Repayment**

For parents of undergraduate students repayment begins within 60 days after the loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.

**Alternative Educational Loans**

Once students have exhausted their Federal availability for Financial Aid, Alternative Loans are another option to fill in the gap between the offered aid and the total Cost of Attendance. Please note that these lenders are for private student loans and are not to be used for Parent PLUS Loans or student Federal Direct Loans (Stafford Loans).

Students wanting more information about Alternative Loan Programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders.

www.collegefinancecenter.org/student-loans.html

**Undergraduate Online Students**

Students applying for financial aid at UC are treated with fairness and confidentiality. A counselor from our Office of Student Financial Services will work closely with students to help them take full advantage of the resources available to them through:

• Federal and state grants

Federal Pell Grants

Pell Grants are awarded based strictly on the student’s Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is $5,730 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

New York State Tuition Assistance Program (TAP)
TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to $5,165. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

- **Student loans**

  **Federal Direct Loans**

  There are two types of Federal Direct loans and eligibility for both is determined using the financial aid application.

  - Direct subsidized loans are interest-free while enrolled in college
  - Direct unsubsidized loans accrue interest while enrolled. Students can choose to pay the interest each month while in school, or allow the interest to accumulate.

  Borrowing limits for each academic year depend on Student's class level:

  - $5,500 Freshmen (maximum $3,500 may be subsidized)
  - $6,500 Sophomores (maximum $4,500 may be subsidized)
  - $7,500 Juniors/Seniors (maximum $5,500 may be subsidized)

  **Interest rates**

  - **Direct subsidized:**
    - The interest rate for Federal Direct Subsidized Loans is fixed at 4.66% for 2014-2015.
  - **Direct unsubsidized:**
    - The interest rate for a Federal Direct Unsubsidized Loan is fixed at 4.66% for 2014-2015.

  Each loan disbursement on or after October 1, 2014 will have a net fee of 1.073% deducted from each disbursement.

  No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

  **Loan Repayment**

  No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation or if students drop below half-time status. The standard repayment period is ten years. Students can apply for additional deferment of payments if students
enroll in graduate school at least half-time, become unemployed, experience economic hardship, or meet other approved criteria. Students can view additional information by visiting www.studentloans.gov.

Federal Direct PLUS Loans
The Federal Direct PLUS program is a popular financing option for parents of undergraduate students.

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- 7.21% fixed interest rate
- An origination fee of 4.292% is deducted from each disbursement
- A credit check is conducted when you begin the loan application process
- If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.
  - Students with a status of “freshman”, or “sophomore”, will receive an additional $4,000, while students of “junior”, and “senior”, status will receive an additional $5,000.
- Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

Loan Repayment
For parents of undergraduate students repayment begins within 60 days after your loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.

Alternative Educational Loans
Once students have exhausted their Federal availability for Financial Aid, Alternative Loans are another option to fill in the gap between the offered aid and the total Cost of Attendance. Please note that these lenders are for private student loans and are not to be used for Parent PLUS Loans or student Federal Direct Loans (Stafford Loans)

Students wanting more information about Alternative Loan Programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders

www.collegefinancecenter.org/student-loans.html
Undergraduate Accelerated Second Degree in Nursing (ASDN) Students

Students applying for financial aid at UC are treated with fairness and confidentiality. A counselor from our Office of Student Financial Services will work closely with students to help them take full advantage of the resources available to them through:

- State grants
  New York State Tuition Assistance Program (TAP)
  TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to $5,165. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

- Student loans
  Federal Direct Loans
  There are two types of Federal Direct loans and eligibility for both is determined using the financial aid application.
  - Direct subsidized loans are interest-free while enrolled in college
  - Direct unsubsidized loans accrue interest while enrolled. Students can choose to pay the interest each month while in school, or allow the interest to accumulate.

  Borrowing limits for each academic year depend on Student's class level:
  - $5,500 Freshmen (maximum $3,500 may be subsidized)
  - $6,500 Sophomores (maximum $4,500 may be subsidized)
  - $7,500 Juniors/Seniors (maximum $5,500 may be subsidized)

  Interest rates
  Direct subsidized:
  - The interest rate for Federal Direct Subsidized Loans is fixed at 4.66% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).

  Direct unsubsidized:
  - The interest rate for a Federal Direct Unsubsidized Loan is fixed at 4.66% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).

  Each loan disbursement on or after October 1, 2014 will have a net fee of 1.073% deducted from each disbursement.
No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

**Loan Repayment**

No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation or if students drop below half-time status. The standard repayment period is ten years. Students can apply for additional deferment of payments if students enroll in graduate school at least half-time, become unemployed, experience economic hardship, or meet other approved criteria. Students can view additional information by visiting [www.studentloans.gov](http://www.studentloans.gov).

**Federal Direct PLUS Loans**

The Federal Direct PLUS program is a popular financing option for parents of undergraduate students.

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- 7.21% fixed interest rate
- An origination fee of 4.292% is deducted from each disbursement
- A credit check is conducted when you begin the loan application process
- If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.
  - Students with a status of “freshman”, or “sophomore”, will receive an additional $4,000, while students of “junior”, and “senior”, status will receive an additional $5,000.
- Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

**Loan Repayment**

For parents of undergraduate students repayment begins within 60 days after your loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.

**Alternative Educational Loans**

Once students have exhausted their Federal availability for Financial Aid, Alternative Loans are another option to fill in the gap between the offered aid and the total Cost of Attendance. Please note that these lenders are for private student loans and are not to be used for Parent
PLUS Loans or student Federal Direct Loans (Stafford Loans).

Students wanting more information about Alternative Loan Programs should visit www.collegefinancecenter.org/student-loans.html. By doing so, students will have access to a list of several alternative loan lenders.

**Special Aid Programs**

**Higher Education Opportunity Program (HEOP) Grants:**
Limited to full-time undergraduate on-ground students

*Application Procedure.* Application for this New York state-sponsored program is through the Utica College Office of Admissions at the time of admission.

*Selection of Recipients and Allocation of Awards.* The student must be:
1. a New York state resident; 2. an admitted matriculated undergraduate student at Utica College; and 3. academically and economically disadvantaged according to guidelines approved by the New York State Education Department. Selection of eligible applicants for participation in HEOP is conducted by the Utica College Higher Education Opportunity Program at the time of admission.

*Award Schedule.* The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by Utica College, within the state guidelines.

*Rights and Responsibilities.* Students must continue to make satisfactory academic progress. Contact the Office of Student Financial Services for details.

**Collegiate Science and Technology Entry Program (CSTEP):**
Limited to full-time undergraduate on-ground students

*Application Procedure.* Application is through the Utica College Office of Admissions for first time students. Continuing students may apply through the Office of Opportunity Programs.

*Selection of Recipients and Allocation of Awards.* Similar to HEOP, CSTEP is also a New York state-sponsored program and students must be New York state residents. Additionally, students must be a member of a CSTEP-targeted student population, be a matriculated student pursuing a degree in a CSTEP-targeted profession, and have earned the required cumulative grade point average.

Although CSTEP is not a financial aid program, it does provide financial assistance toward the cost of textbooks. The major emphasis of CSTEP is professional developmental activities for CSTEP students.

**Aid for Part-Time Study (APTS):**

*Application Procedure.* Application is made through the Utica College Office of Student Financial Services on an APTS application.

*Selection of Recipients and Allocation of Awards.* A student must be a New York state resident and a U.S. citizen or permanent resident alien, paroled
refugee, or a conditional admit to the United States. He or she also must be a matriculated student at Utica College carrying between three and 11 hours.

**Award Schedule.** The award ranges from $1 to $2,000 per year.

**Rights and Responsibilities.** Students must continue to make satisfactory academic progress and apply for APTS annually.

**United States Bureau of Indian Affairs Aid to Native Americans (Higher Education Assistance Program)**

On-ground, online, and ASDN students may qualify

**Application Procedure.** Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study.

Each first-time applicant must obtain tribal enrollment certification from the Bureau, agency, or tribe that records enrollment for the tribe.

**Selection of Recipients and Allocation of Awards.** To be eligible, a student must: (1) be at least one-fourth American Indian, Eskimo, or Aleut; (2) be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs; (3) be enrolled in or accepted for enrollment at Utica College, pursuing at least a four-year degree; and (4) have financial need.

**Rights and Responsibilities of Recipients.** For grants to be awarded in successive years, students must make satisfactory progress toward a degree, and show financial need. Depending on availability of funds, grants also may be made to summer session students. Eligible married students also may receive living expenses for dependents.

Source: United States Department of Interior
Bureau of Indian Affairs, New York Liaison Office
Federal Building, Room 523; 100 South Clinton Street
Syracuse, NY 13202

**Veterans (VA) Educational Benefits**

On-ground, online, and ASDN students may qualify

**Application Procedure.** Application forms are available at VA offices, the VA website (www.va.gov), active duty stations, American Embassies, and from the Utica College veterans counselor. Completed forms are submitted to the nearest VA office.

**Selection of Recipients and Allocation of Awards.** For the most part, benefits under Chapter 30 end 10 years from the date of the veteran’s separation from active duty. VA can extend this 10-year period if the veteran was prevented from training during this period because of a disability or because he or she was held by a foreign government or power. The 10-year period also can be extended if an individual reenters active duty for 90 days or more after becoming eligible. Veterans serving periods of active duty of less than 90 days can qualify for extensions under certain circumstances. If the veteran’s discharge is upgraded by the military, the 10-year period begins on the date of the upgrade.
If eligibility is based on both the Vietnam Era GI Bill and the Montgomery GI Bill, and discharge from active duty was before December 31, 1989, the veteran will have until January 1, 2001. In most cases, VA will subtract from the 10-year period those periods the veteran was not on active duty between January 1, 1977, and June 30, 1985.

If eligibility is based on two years of active duty and four years in the Selected Reserve, the veteran's eligibility will end the later of: (a) 10 years from separation from active duty; or (b) 10 years from completion of the four-year Selected Reserve obligation. This four-year obligation, however, does not apply to certain individuals separated because of downsizing the military between October 1, 1991, and September 30, 1995.

**Montgomery GI Bill (Selected Reserve)**

On-ground, online, and ASDN students may qualify

**Application Procedure.** Application forms are available at VA offices, the VA website (www.va.gov), active duty stations, American Embassies, and from the Utica College veterans counselor. Completed forms are submitted to the nearest VA office.

**Selection of Recipients and Allocation of Awards.** The Montgomery GI Bill (Selected Reserve) is a program of education benefits for members of the reserve elements of the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Army National Guard and the Air National Guard. This program also is referred to as Chapter 1606. To be eligible for the program, a reservist must:

(a) have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985, or, if an officer, agree to serve six years in addition to the original obligation;
(b) complete Initial Active Duty for Training (IADT);
(c) meet the requirements for a high school diploma or equivalency certificate before completing IADT; and
(d) remain in good standing in a Selected Reserve unit.

A six-year reserve commitment that begins after September 30, 1990, is needed to receive education benefits for pursuit of:

(a) Courses leading to a certificate or diploma from business, technical, or vocational schools
(b) Cooperative training
(c) Apprenticeship or on the job training
(d) Correspondence training
(e) Accredited independent study programs
(f) Tutorial assistance benefits
(g) Flight training from September 30, 1990, to September 30, 1994
**Army and Air Force ROTC**

**Limited to full-time undergraduate on-ground students**

The Army ROTC program offers tuition scholarships that are awarded at different rates depending on the needs of the Army. There are also awards available for books and a monthly stipend to qualified students. The Air Force ROTC program offers tuition scholarships that are awarded depending on the needs of the Air Force. There is also a monthly stipend for qualifying students. Program availability is described in the “Undergraduate Programs” section of this catalog. Specific information on scholarships may be obtained by writing the Professor of Military Science (Army), Room 308, Archbold Gym, or the Professor of Aerospace Studies (Air Force), 303 Archbold Gym North, at Syracuse University, Syracuse NY 13244-1140. The telephone number for the Army is (315) 443-2462. The telephone number for the Air Force is (315) 443-2461.

**The Post 9/11 GI Bill and the Yellow Ribbon Program**

**On-ground, online, and ASDN students may qualify**

Utica College is a participation institution in the Post 9/11 GI Bill and the Yellow Ribbon Program. For information, visit www.utica.edu/sfs.

**Vocational and Educational Services for Individuals with Disabilities (VESID)**

**On-ground, online, and ASDN students may qualify**

**Application Procedure.** Handicapped students may obtain a list of local VESID offices from their state’s education office.

**Selection of Recipients and Allocation of Awards.** Eligibility for vocational rehabilitation services is based upon: (1) the presence of a physical or mental disability that for the individual constitutes or results in a substantial handicap to employment; and (2) the reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability.

Students may receive services including, but not limited to, counseling and guidance, evaluation of vocational potential, physical and mental restoration services, transportation, placement assistance and instruction, and training including that given at institutions of higher education.

The VESID office will consider college training for students when an appropriate specified vocational goal requiring this level of training has been established through the counseling and planning process between the eligible disabled individual and his or her vocational rehabilitation counselor. The training may involve full- or part-time study at the baccalaureate level leading to a degree or certificate. Training costs at institutions of higher education may be paid through the vocational rehabilitation program only after efforts have been made to secure grant assistance to cover these costs in whole or in part from other sources.

VESID policy established a maximum payment toward tuition for students in any one academic year. In some cases, students are required to share the expenses of college training according to the general VESID economic need policy.
Students should send the Office of Student Financial Services a statement indicating total benefits VESID will cover.

**Tuition Assistance for Vietnam Veterans**

On-ground, online, and ASDN students may qualify


Proof of service in Indochina is necessary. Students must be matriculated.

*Selection of Recipients and Allocation of Awards.* The student must be a New York state resident, apply for TAP and Pell, have served in Indochina between December 22, 1961, and May 7, 1975, and have been discharged from the service under other than dishonorable conditions.

*Rights and Responsibilities.* See New York State Tuition Assistance Program.

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

On-ground, online, and ASDN students may qualify

*Application Procedure.* A special application, obtained from a high school principal or counselor, must be filed with the New York State Higher Education Services Corporation (HESC), Albany, NY 12255. Documentary evidence to establish eligibility is required with the application.

*Selection of Recipients and Allocation of Awards.* Students must be a resident child of a resident police officer, firefighter, or corrections officer of New York state or any of its municipalities who died as the result of an injury sustained in the line of duty.

*Award Schedule.* Award amounts vary with tuition.

**State Aid to Native Americans**

On-ground, online, and ASDN students may qualify

*Application Procedure.* Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. The completed application form should be forwarded by the student to the Native American Education Unit along with the following materials: (1) official transcript of high school record or photostat of General Equivalency Diploma; (2) letter(s) of recommendation from one or more leaders in the community attesting to personality and character; (3) personal letter, clearly setting forth in detail educational plans and desires; (4) signatures of the parents of minor applicants, approving education plans; (5) official tribal certification form; and (6) copy of letter of acceptance to Utica College. Students must be on the official tribal roll of a New York state tribe or the child of an enrolled member of a New York state tribe, and a resident of New York state.
Selection of Recipients and Allocation of Awards. Students must be enrolled at Utica College.

State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule. The award is $1,000 for 12 or more credits per semester; the award is prorated if less than 12 credits.

Rights and Responsibilities of Recipients. Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institutional enrollment. Students must maintain good academic standing and submit semester grades at the end of each semester to the Native American Education Unit.

FINANCIAL CONSUMER INFORMATION
www.utica.edu/finance/sfs/selective%20service.pdf

Conditions to Federal Financial Aid

- Selective Service Registration (Men Only)

  Federal regulations, as confirmed by the Supreme Court ruling issued on June 24, 1983, require all federal financial aid recipients to complete a Statement of Education Purpose/Registration Compliance.

  You will be required to complete this before any federal aid funds may be disbursed to you. These funds include: Federal Perkins Loan, Nursing Student Loan, Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Work-Study Program, Direct Loans, and Direct PLUS Loans.

- Title IV Authorization

  This document requires a student state that s/he has never defaulted on any federal educational loans. It also certifies that a student has paid any refund due on a federal grant which the student has been asked to repay. Federal regulations require completion of a Title IV Authorization for all recipients of federally funded financial aid, including the Direct Loans.

  www.utica.edu/finance/sfs/title%20IV%20authorization%20_student_.pdf

  Direct Parent Loan applicants must also have a Title IV Certification signed by their parent before the College can certify the loan. This signed statement must be file at Utica College before the loan application can be processed or the student account credited with federal funds.

  www.utica.edu/finance/sfs/title%20IV%20authorization%20_parent_.pdf
• Academic Status

All financial aid awards carry these stipulations:

That you maintain satisfactory academic progress toward a degree.

That you be a matriculated student - in other words, students who are enrolled as non-degree students are not eligible for federal financial aid.

The College’s Undergraduate Catalog and Graduate Catalog provide additional specific information on academic status and what constitutes satisfactory academic progress at Utica College. It is your responsibility to be sure that you meet all requirements for satisfactory academic progress.

After attempting 60 credit hours, you must have a 2.0 grade point average or higher to receive federal aid. In addition, full-time undergraduate students must complete at least 20 credits per academic year (average 10 per semester), with part-time undergraduate students completing at least 10 credits per academic year (average 5 per semester) graduate before attempting 180 credit hours (for majors requiring 120 credits) or graduate before attempting 192 credit hours (for majors requiring 128 credits). Full-time graduate students must earn an average of 5 credits per semester, complete a master’s program in 6 academic years, and maintain a 3.0 or better GPA after the first year, while part-time graduate students must earn at least 50% of the credit hours attempted, complete the degree in 6 academic years, and maintain a 3.0 or better GPA after the first year. This is a Higher Education Amendments of 1986 (October 17, 1986) mandate.

• Financial Aid Recipient Withdrawals

If you are a recipient of Title IV federal financial aid funds and your enrollment terminates through official withdrawal, your financial aid award must be reviewed for possible adjustment.

Financial aid eligibility is based on the cost of education (tuition, mandatory fees, housing, meal plan, books, etc.) incurred for the entire semester and is contingent upon completion of that semester. When a student withdraws, federal regulations mandate that any unearned aid be returned to the federal aid programs. The percent of aid earned is based on the date of withdrawal divided by the total number of days in the semester. If the institutional charges are reduced or recalculated, this change may result in the reduction of recipient’s other sources of financial aid.

• Failure to Withdraw Officially

Students are required to adhere to the College’s official withdrawal policy when terminating their enrollment prior to the end of a given term.
Failure to withdraw officially will result in the registrar office determining a last day of attendance, and the student going through the Title IV earned aid calculation.

**Conditions to College Grants and Scholarships**

**Undergraduate On-Ground Students and Graduate On-Ground Physical Therapy and Occupational Therapy Students**

- Enroll full-time (12 credit hours) each Fall and Spring Semester, and maintain full-time enrollment by earning a minimum of 10 credits each semester towards your degree. Audit and withdrawn credits do not count as progress, but pass/fail grades do.
- Maintain the minimum cumulative grade point averages specified for your scholarship.
  - Phi Theta Kappa requires at least a 3.2 GPA
  - Pinnacle, Presidential, Founders, Transfer Achievement and Graduate Award require at least a 3.0 GPA
  - UC Achievement, UC Leadership, Transfer Leadership, Pioneer Grant, and Graduate Award require at least a 2.5 GPA
  - All other grants and scholarships from UC require at least a 2.0 GPA
- Need-based Grant renewals depend on filing the FAFSA each year by the deadline, and showing relatively the same level of need each year.

**Rights and Responsibilities**

Utica College believes it is important that all students know in advance their rights and responsibilities as financial aid recipients.

- **Student Rights**
  - Students have the right to know:
    - all available aid programs
    - program application deadlines
    - aid distribution methods and the policies and the financial resources considered when calculating your aid
    - the extent your determined financial need was met
    - the College's refund policy
    - College standards for satisfactory academic progress and what happens if you don’t meet them
    - the amount of grant aid
    - if the aid includes loans
    - how much must be repaid
• the interest rate(s)
• pay back procedures
• the length of time to repay
• the time repayment must begin

• Student Responsibilities

Students’ responsibilities are to:

complete all application forms accurately and submit them on time.
provide correct information. Misreporting of information on financial aid application forms is a violation of the law and may be considered a criminal offense that could result in indictment under the U.S. Criminal Code.
return all additional documentation, verification, corrections, and any new information requested by either the Financial Aid Office or the agency to which you submitted your application.
read and understand the forms you are asked to sign. It is also your responsibility to retain a copy for your records.
accept responsibility for all agreements that you sign.

• Things to Remember

If you are selected for Verification, you must provide any requested documents promptly. This process must be complete before any federal funds can be credited to your account.

Students receiving Federal Perkins must complete a Promissory Note before funds can be credited to their accounts.

“Revised Awards” Whenever your financial aid is adjusted, you will receive an updated award letter.

Revised awards illustrate changes to your aid package. Adjustments may include reductions based on changes in student or family resources or changes brought about because of other aid sources.

Federal Work-Study will not be taken as a credit on student accounts.

You are responsible for payment of your student bill regardless of any financial assistance offers. You are also responsible for late/penalty fees that may incur because of failure to complete financial aid requirements within the designated timeline.

Your need-based funding is determined by the difference between the student budget and the expected family contribution.

Due to limited funding, you may receive less aid than demonstrated
need. This “unmet need” may be addressed by obtaining other financing resources (including loans and outside scholarships).

Confirming the Financial Aid Award

Utica College considers all awards accepted, unless the student puts in writing that s/he is declining any award fund in full or partially.

**Loan Information**

- **Federal Direct Student Loans**

  Master Promissory Note

  Student and Parents who are first-time borrowers under the Federal Direct Loan Program (*Direct Loans-Subsidized/Unsubsidized, Direct PLUS Loans, Direct Graduate PLUS Loans*) are required to complete and sign a master promissory note (MPN) before their loan proceeds can be released. The MPN is a legally binding agreement to the terms and conditions of the loan. Signing the MPN constitutes a promise to repay the loan. It is a good idea to save a copy for your records.

  **Entrance Counseling**

  First time Federal Direct Student Loan (*Subsidized/Unsubsidized and/or Graduate PLUS*) borrowers at the Utica College must complete the online Loan Entrance Counseling and Quiz before loan funds can be disbursed. Completion of the Loan Entrance Counseling and Quiz is a federal requirement that discusses your rights and responsibilities as a Federal Direct Student Loan borrower. Entrance Counseling is completed electronically at www.studentloans.gov.

  **Exit Counseling**

  Exit Counseling is required of any federal loan borrower, who graduates, separates or drops below half-time enrollment. Graduating students are informed of the Exit Counseling requirement prior to graduation via their Utica College email. Borrowers who withdraw or fall below half-time are notified of the Requirement in writing sent via the US mail within 30 days of their last date of attendance. Exit Counseling is completed electronically at www.studentloans.gov. An Exit hold which will prevent the student from receiving diplomas, grades and transcripts and registering for a future term is applied to a borrower’s account when notification is sent. Once electronic confirmation that Exit Counseling is complete is received from the National Student Loan Data System the hold is removed. Completed Exit files are downloaded regularly.

- **Federal Perkins Loans**

  Entrance Counseling is included in the Master Promissory Note for the Federal Perkins Loans and is required of any first time borrower under
the Perkins Loan Program and must be complete before a Perkins loan can be disbursed. Entrance Counseling explains how the Perkins Loan process works as well as informs borrowers of their rights and responsibilities. Entrance Counseling is completed electronically at https://www.ecsi.net/promu9/.

Exit Counseling is required of any Perkins Loan borrower, who graduates, separates or drops below half-time enrollment. Students are informed of the Exit Counseling requirement in writing via US mail. Exit Counseling is completed electronically at www.ecsi.net. An Exit hold which will prevent the student from receiving diplomas, grades and transcripts and registering for a future term is applied to a borrower's account when notification is sent. Once electronic confirmation that Exit Counseling is complete is received from the National Student Loan Data System the hold is removed. Completed Exit files are downloaded regularly.

Repayment

Repaying educational loans can be a significant challenge, and how you handle your repayment can greatly impact your credit rating. Just as responsible repayment habits can help you to build excellent credit, defaulting on student loans can make it very difficult to make major purchases such as a car or home. For these reasons, we urge you to take your student loan repayment responsibilities seriously.

**Procedures for Applying, Accepting, and Payment of Aid from Utica College**

*Including College Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal/Perkins Loan, Federal Work-Study (FWS), and Higher Education Opportunity Program (HEOP), which are described in the “Sources of Assistance” section.*

Students applying for aid described in the “Sources of Assistance” section which indicate there is a specialized application procedure need not follow these directions.

All prospective and returning matriculated students taking at least six hours at Utica College may apply for aid. Full-time (12 hours per semester) students may apply for all forms of aid described in the “Sources of Assistance” section. Matriculated students carrying at least six hours, but less than 12 hours, may be eligible for loans, Aid for Part-Time Studies (APTS), part-time TAP, and Federal grants. Some assistance may be available to matriculated students carrying three hours. See the Office of Student Financial Services for details.
Students Applying for Admission and Applying for Aid for 2014 – 2015

www.fafsa.edu.gov

1. Students must file the 2014 – 2015 FAFSA (online method preferred) so it is received on or before February 15, 2014, for preferred consideration. Forms filed after that date also will be considered.

Accepting the Award

1. Students will be sent an award letter. All awards are considered accepted unless the student declines specific awards in writing.
2. The students must provide documentation of all income by the deadline, if requested. Documentation includes, but is not limited to, federal tax transcripts, W2s, 1099 forms, and all untaxed income sources.

Students Currently Matriculated and Applying for Aid for 2014 – 2015

www.fafsa.edu.gov

1. Students must file the 2014 – 2015 FAFSA (online method preferred) to the Federal Student Aid Processor so they will receive it on or before April 15, 2014.
2. Students must submit verification of their family’s income, if requested. Verification includes federal tax transcripts, W2s, 1099 forms, and all untaxed income sources, etc.

All Students – Appeal

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

1. Submit a letter of appeal and a complete application form to the Office of Student Financial Services.
2. If the student (or the student’s parents) remain dissatisfied with the award, the student (or the student’s parents) 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.

Academic Standards

All students are expected to meet academic standards in order to receive need-based aid after their first semester of enrollment. The criteria for measuring academic standards are outlined below in three charts. Only the chart appropriate to the individual student’s enrollment will be used to measure program pursuit and satisfactory progress. Academic standards differ for New York state TAP and federal/institutional aid.
TAP Standards

BACHELOR’S DEGREE • FULL-TIME

<table>
<thead>
<tr>
<th>Candidates</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative number of hours passed</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>97</td>
<td>111</td>
</tr>
<tr>
<td>GPA</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

BACHELOR’S DEGREE • FULL-TIME • HEOP

For BA or BS Degree

<table>
<thead>
<tr>
<th>Candidates</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative number of hours passed</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td>120</td>
</tr>
<tr>
<td>GPA</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Federal/Institutional Standards

Students must earn a prescribed number of credits by the end of each academic year in order to continue to receive federal/institutional aid. An academic year is defined as the fall and spring semesters. Summer may be used to make up deficiencies but students will receive no aid consideration if they have not made satisfactory progress by May (or spring term’s end).

Full-time students must earn a minimum of 20 credits during an academic year and earn the minimum required grade point average for the year enrolled to continue to receive federal/institutional aid.

Students must earn the following to continue to receive aid for the next year.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours to be completed successfully</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>1.4</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

As of April 29, 1994, the maximum time frame of an undergraduate program may not exceed 150 percent of the published length for full-time students or 180 credit hours (for most programs) per federal regulations.

Interpretation of the Charts

Credits completed – hours completed with a grade of A, B, C, D, F, or Pass.

Credits accrued – hours completed with a passing grade of A, B, C, D, or Pass over the student’s college career.

Cumulative Grade Point Average – grade point average over the student’s career at Utica College.

Withdrawals – are not considered in the charts as attempted, completed, or accrued credits.
Repeated courses – are considered as the credits enrolled and completed. The repeated course will not increase the accrued credit hours.

Non-credit courses – are not evaluated on the academic progress charts.

Incomplete – are not considered hours completed and are assumed to be an F until requirements are met.

**Failure to Meet Academic Standards**

Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, state, and College sources. Students may apply for a waiver for the reinstatement of aid on the basis of physical illness or extraordinary personal difficulty due to unusual circumstances. The Dean for Student Success 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.

**Title IV Refund Policy**

This policy is for all students receiving Federal and Institutional aid who completely withdraw from classes or students who unofficially withdraw by ceasing to attend classes. The Title IV refund formula has six steps, and is concerned with the amount of Title IV aid a student received and earned.

1. Determine date of withdrawal and percentage of payment period attended by student
2. Calculate amount of Title IV aid earned by the student
3. Compare amount earned and amount disbursed to determine amount unearned
4. If amount earned is greater than amount disbursed, determine late disbursement
5. If amount earned is less than amount disbursed, determine amount of Title IV aid that must be returned
6. Calculate portion that must be returned by institution and student

Further information regarding this policy is available in the Office of Student Financial Services

**Refund Policies**

**Undergraduate On-Ground Students**

- Tuition (complete withdrawal)
- The date on which a student notifies the Office of the Registrar of
his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Deferred fees or other fees are not refunded.

- 100% on or before the last day to drop/add
- 90% through 7 days following the drop/add deadline for the term
- 50% through 14 days following the drop/add deadline for the term
- 25% through 24 days following the drop/add deadline for the term
- Thereafter, no refund will be given

- Room
  100% refund through the end of Week 2

- Board
  - 100% prior to the first meal offered
  - Prorated through the end of Week 9

**Undergraduate Online Students**

- Tuition (complete withdrawal)
  - 100% on or before the 5th day of classes for each 8 week part of term
  - Thereafter, no refund will be given

**Undergraduate Accelerated Second Degree in Nursing (ASDN) Students**

- Tuition (Complete Withdrawal)
  - 100% on or before the 5th day of classes for the term
  - Thereafter, no refund will be given

**All Students**

- Students who partially withdraw but are still in attendance for one or more classes at the College will receive a 100% refund during the add/drop period only. Thereafter, no refund will be given.

**Graduate On-Ground Students**

Students applying for financial aid at UC are treated with fairness and confidentiality. A counselor from our Office of Student Financial Services will work closely with students to help them take full advantage of the resources available to them through:

- Direct aid from Utica College (For On-Ground Physical Therapy and Occupational Therapy Students)

  Utica College awards grants to on-ground graduate Physical Therapy
and Occupational Therapy students based on a student's financial need. Students eligible for these awards will see them reflected in the financial aid award notice.

- Student loans
  - Federal Direct Loans
    For Graduate students, there is only one type of Federal Direct loan and eligibility is determined using the financial aid application.
    - Direct unsubsidized loans accrue interest while enrolled. Students can choose to pay the interest each month while in school, or allow the interest to accumulate.

**Borrowing limits for each academic year for Graduate Students:**
- $20,500 per academic year maximum

**Interest rates**

Direct unsubsidized:
- The interest rate for a Federal Direct Unsubsidized Loan is fixed at 4.66% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).

Each loan disbursement on or after October 1, 2014 will have a net fee of 1.073% deducted from each disbursement.

No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

**Loan Repayment**

No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation or if students drop below half-time status. The standard repayment period is ten years. Students can apply for additional deferment of payments if students enroll in graduate school at least half-time, become unemployed, experience economic hardship, or meet other approved criteria. Students can view additional information by visiting www.studentloans.gov.

- Federal Direct Graduate PLUS Loans
  The Federal Direct Graduate PLUS program is a popular financing option for graduate students.
  - Borrow any loan amount up to the total cost of attendance determined by Utica College, less any awarded financial aid
  - 7.21% fixed interest rate
  - An origination fee of 4.292% is deducted from each disbursement
• A credit check is conducted the loan application process is started
• Graduate students are required to complete the Free Application for Federal Student Aid (FAFSA) in order to use the Direct Graduate PLUS loan program.

Loan Repayment
For graduate students repayment begins immediately after the student graduates or drops below half-time status and lasts ten years under the standard repayment plan.

• Alternative Educational Loans
Once students have exhausted their Federal availability for Financial Aid, Alternative Loans are another option to fill in the gap between the offered aid and the total Cost of Attendance. Please note that these lenders are for private student loans and are not to be used for Parent PLUS Loans or student Federal Direct Loans (Stafford Loans).

Students who wish to find out more information about Alternative Loan Programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders.
www.collegefinancecenter.org/student-loans.html

Graduate Online Students
Students applying for financial aid at UC are treated with fairness and confidentiality. A counselor from our Office of Student Financial Services will work closely with students to help them take full advantage of the resources available to them through:

• Student loans
  Federal Direct Loans
  For Graduate students, there is only one type of Federal Direct loan and eligibility is determined using the financial aid application.

• Direct unsubsidized loans accrue interest while enrolled. Students can choose to pay the interest each month while in school, or allow the interest to accumulate.

Borrowing limits for each academic year for Graduate Students:
• $20,500 per academic year maximum

Interest rates
Direct unsubsidized:
• The interest rate for a Federal Direct Unsubsidized Loan is fixed at 6.21% for 2014-2015 (subject to change on October 1, 2014 for the 2014-2015 academic year).
Each loan disbursement on or after March 1, 2013 will have a net fee of 1.015% deducted from each disbursement.

No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

**Loan Repayment**

No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation or if students drop below half-time status. The standard repayment period is ten years. Students can apply for additional deferment of payments if students enroll in graduate school at least half-time, become unemployed, experience economic hardship, or meet other approved criteria. Students can view additional information by visiting [www.studentloans.gov](http://www.studentloans.gov).

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Students who wish to find out more information about Alternative Loan Programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders.

[www.collegefinancecenter.org/student-loans.html](http://www.collegefinancecenter.org/student-loans.html)
Annual Cost of Attendance 2014-2015
For tuition, room, board, and other fees, see the Student Financial Services website at www.utica.edu/enrollment/

Net Price Calculator
Utica College’s Net Price Calculator is a tool designed to provide First Year students and their families an early indication of what the net price for a Utica College education may be based on academic achievement and need. Each student’s calculator results will include the amount and types of financial aid s/he may qualify for if s/he enrolls at UC as a full-time college freshman. A more accurate financial award package is provided upon admission with a valid FAFSA (Free Application for Federal Student Aid).
http://www.utica.edu/enrollment/estimator.cfm
Utica College offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need. For more information, see www.utica.edu/finance/sfs/options/index.cfm.
ACADEMIC REGULATIONS

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 expression are essential attributes of 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 the 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.”

The regulations published in this catalog and in the Student Handbook have been established and endorsed by the representative governing bodies that establish the academic and behavioral standards expected of all members of the Utica College community.

Students are held responsible for abiding by all 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.

THE COLLEGE RESERVES THE RIGHT TO CANCEL ANY COURSE IF NECESSARY AND TO MAKE CHANGES IN REGULATIONS, CURRICULA, AND FEES AT ANY TIME.

Email

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

If a student feels he or she should be absolved from adhering to a particular academic regulation or procedure, or that an academic regulation has been unfairly applied, he or she should discuss the problem with a member of the Office of Student Success. If the matter cannot be resolved to the student’s satisfaction, he or she will be provided with a form for petitioning the Academic Standards Committee. After he or she has submitted the petition, the committee will consider the individual’s case and inform the student by letter of the decision reached and the action taken.

Majors

Majors consist of courses focused on a particular academic field. Majors are declared by a student either at the time of original admission to the College and the major program, or through the school office related to the major. Certification for graduation takes place during the final semester of the student’s senior year after the student has applied for his/her degree. Certification is based upon satisfactory completion of all major, major-related, electives, and other requirements. Any major the student completes is indicated on the transcript.

Each student bears final responsibility for ensuring that degree requirements are completed. An unofficial review of each student’s status is completed by the major adviser(s) during the student’s junior year to determine which graduation requirements the student has finished and which courses still need to be completed.

Majors are subject to the following regulations:
1. Students must complete at least one major to graduate.
2. Majors must be comprised of the courses listed in either the catalog for the year of the student’s matriculation or the catalog of a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major. General Education Core courses that also fulfill major requirements are exceptions to this limit.
5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student’s Concentration. It does not include courses listed under Major-Related Courses. Some majors have more stringent requirements. (See specific majors under the “Programs of Study” section of this catalog.)
6. Students must declare a major before they accumulate 60 credit hours in order to receive financial aid.
Minors

Although a minor is not required, students may elect any minor offered by Utica College as long as it is different from their major. Minors are declared and certified in their respective schools in the same manner as majors. When students select, complete, and are certified in a minor, this will be indicated on their transcripts upon graduation.

Minors are subject to the following regulations:
1. No more than nine credit hours that comprise the major may be used toward fulfilling the requirements of the minor. General Education Core courses that also fulfill major requirements are exceptions to this limit.
2. The pass/fail option may not be used for courses in the minor.
3. For certification, students must earn at least a 2.0 average in the minor.
4. Students may take more than one minor but also must complete a major.
5. Half of the credits must be completed with courses taken from Utica College.

Dual Majors, Majors and Minors, Combined Degrees

Students may complete a dual major or a combination of a major and a minor by successfully completing all of the requirements of two major programs or a major program and any minor program(s) except for restrictions previously noted. Careful consultation with the student’s adviser may be necessary to avoid conflicts. However, students only may receive one B.A. or B.S. degree. The dual major or combination of a major and a minor is reflected on the student’s permanent records maintained by the Office of the Registrar.

Two distinct bachelor’s degree programs may be pursued simultaneously. The programs may be in the same school or two different schools; must lead to two different career objectives; and must have two distinct degree titles (BA/BS). In such cases, two degrees will be conferred, and two diplomas awarded. Combined degree programs will require the completion of 30 credits beyond the usual requirements for one degree (typically 120/128). The minimum total credits required in combined degree programs are 150.

Advising

Each semester, on-ground students meet with their academic adviser to obtain their registration PIN. Online and hybrid students obtain their registration PIN from their Success Coach or academic adviser.
Grading System

The grading system used at Utica College is a letter system: A, A–, B+, B, B–, C+, C, C–, D+, D, and P, which are passing grades, and F (failing).

Grade Points and Credit Hours

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 C+, 2.0 for C, 1.7 for C–, 1.3 for D+, 1.0 for D, and 0 for F. 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 granted for each course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points (per credit hour)</th>
<th>Grade</th>
<th>Grade Points (per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>V</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Incompletes

A grade of Incomplete 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 Grade of Incomplete Contract (available online on the Registrar’s Form Page at http://www.utica.edu/academic/registrar/) must be completed by both the student and the instructor and requires the approval of the appropriate school dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract 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.

A grade of I will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. 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 incomplete to a grade can be clearly identified. An Incomplete may affect a student’s financial aid. Please contact the Office of Student Financial Services for more information.
Pass/Fail Courses

Students in on-ground programs should come to the Office of the Registrar for a Pass/Fail form. Students in online or hybrid programs should contact the Office of the Registrar for instructions on how to take a course on a Pass/Fail basis.

1. Freshmen cannot take classes on a Pass/Fail basis
2. Only elective courses may be taken on a Pass/Fail basis – no courses that are required for Core, Minor, or any part of the Major may be taken on a Pass/Fail basis.
3. You cannot be on academic probation.
4. Maximum of one course per semester may be taken on a Pass/Fail basis.
5. Total maximum of six courses may be taken on a Pass/Fail basis.
6. Courses taken on a Pass/Fail basis may affect your eligibility for graduation honors. Refer to the catalog for details.
7. The deadline to elect to take a course on a Pass/Fail basis is posted on the Academic Deadlines schedule.

When passing a pass/fail course, students will receive a grade of P and the degree credit hours normally awarded for the course. The grade of P earns no grade points, and credit hours earned are not computed in determining their semester’s or cumulative averages. If failing a pass/fail course, students will receive a grade of F. The failing grade will be computed in their semester and cumulative averages.

Pass/fail courses can have an effect on eligibility for honors and on probationary standing. Students should check the honors and probation regulations carefully and evaluate the possible effects of pass/fail courses on their averages and their qualifications for graduation with honors before they exercise the pass/fail option.

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, and the total credit hour requirement for the degree still needs to be met. 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 advisor to identify a sequence of courses that will ensure they will have the necessary credits to graduate.
Graduate-Level Courses That Will Be Applied Toward the Undergraduate Degree

Before registering for any course at the 500 level, undergraduate students must receive the permission of the instructor of the course. In exceptional circumstances, undergraduate students are permitted to take courses at the 600 level. However, before registering for courses at the 600 level, students must obtain permission from both the instructor of the course and the dean of the student’s home school. The grade received in a graduate-level course taken by an undergraduate, along with the credit, will be factored into the undergraduate degree totals on the student’s academic record.

Graduate-level courses taken to satisfy undergraduate degree requirements may not be applied toward a Utica College graduate degree program.

Exceptions to this policy are students enrolled in the College’s B.S./M.S. in Occupational Therapy or B.S./D.P.T. programs, where the student earns an undergraduate degree after four years, and the master of science or doctor of physical therapy degree after the sixth year. Exceptions to this policy also apply to any undergraduate program that leads to a Master of Education degree and NYSED teacher certification, in a dual degree program.

Averages

Students can compute their grade point average for each semester by dividing the number of quality points they receive by the number of passed hours of course work (credit hours received for P grades do not count for the purposes of G.P.A. calculations). Their cumulative grade point average can be computed by dividing the total of all quality points they have been awarded by the total number of passed hours (credit hours received for P grades or certain other grades described in the section on “Repeating a Course” do not count for the purposes of G.P.A. calculations).

Grade Changes

Once a grade has been reported, it may not be changed except to correct a computational or clerical error. All such cases must be reported by the course instructor and require the approval of the appropriate school dean and the provost and vice president for academic affairs.

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. (See “Grievance and Complaint Procedures.”)
Repeating a Course

Students must repeat any required course that they fail. Students may elect to repeat any course, assuming the course is taught in any subsequent semester during the student's tenure, subject to the conditions below. Students repeating a course may be denied enrollment if there is not available space in the class. Majors may have stricter policies that supersede this general policy; check major requirements for details.

Students wishing to repeat a course must register for and retake the course at Utica College if they wish to remove the calculation of the lower grade from their cumulative averages. Equivalent courses taken at other institutions are not counted as repeated courses.

When a course is repeated at Utica College, the lower of the two grades is removed from the calculation of the student's cumulative average. If a course is repeated more than once, the lowest grade is excluded and all other grades are factored into the grade point average. In either case, each time the course is taken, the grade will remain part of the student's permanent transcript. Credit is awarded only once, regardless of the number of times the course is repeated.

If the previous grade earned by a student was not deficient as determined by either the College's standards or by the standards of the program in which the student is matriculated, the repeated course does not count towards a full-time load, nor is it eligible for certain kinds of financial aid. Students intending to repeat a course where the prior grade was not deficient need to be registered for a full-time course load in addition to the repeated course in order to qualify for full-time financial aid, maintain full-time enrollment standing, or to remain in compliance with visa requirements. Students intending to repeat a course should check with Student Financial Services, and international students intending to repeat a course should check with International Education, prior to registering for the course.

Dean's Honor and High Honor Lists

The Dean's Honor List, published after the end of each semester, gives recognition to all students who complete 12 or more credit hours of work with a semester’s average of 3.4 or better. Pass/fail courses are not counted toward the 12-hour requirement.

The Dean's High Honor List, published after the end of each semester, gives recognition to all students who complete 12 or more credit hours of work with a semester average of 4.0. Pass/fail courses are not counted toward the 12-hour requirement.

Matriculated part-time students are eligible for both lists if they take at least six and no more than 11 credit hours.
Graduation Honors

Students must have an average of 3.4 – 3.59 to graduate cum laude, 3.6 – 3.79 for magna cum laude, and 3.8 – 4.0 for summa cum laude honors, and students must complete at least 36 credit hours of Utica College graded coursework at the 300- and 400-levels to be graduated with honors. If a student transfers from another institution, graduation honors are computed on the basis of Utica College credit alone. Courses transferred from another institution, whether they are taken prior to admission or while a student is at Utica College, satisfy graduation requirements but are excluded from calculations of cumulative or program-specific grade-point average. At least 60 hours must have been taken in Utica College courses through the spring term immediately preceding the commencement ceremony in which they participate. P grades earned in pass/fail courses are not computed in the student’s average, and the credit hours earned in pass/fail courses do not count toward fulfilling the 60-hour requirement for honors with the exception of mandatory pass/fail courses. Second degree candidates are eligible provided they have carried 60 hours of additional Utica College credit in their second degree program.

To be considered for valedictorian or salutatorian, students must meet all of the preceding requirements for graduation honors. Additionally, students must have applied for a degree by the published deadline and be eligible for graduation in May or the previous December. They also must be registered for at least 10 hours of credit in the spring semester if they are May graduates or at least 10 hours in the fall if they are December graduates. Transfer students must have completed at least three semesters of residency, with summer session counting as a semester. For transfer students, records at previous institutions must be included in computation of grade point average if the cumulative average is less than the Utica College average; records from previous institutions are excluded if the cumulative average is greater than the Utica College average.

Graduation Requirements

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on “Majors and Minors.”) They must have at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student’s Concentration. It also includes courses listed under Major-Related Courses.
2. Students must have a cumulative average of at least 2.0.
3. A student’s last 30 credit hours, granted toward his or her Utica College degree, must have been earned from Utica College courses with matriculated status.
4. Students must be recommended by the faculty.
5. For the bachelor of arts degree, a minimum of 75 percent of the hours required for graduation must be taken in the liberal arts and sciences.
For the bachelor of science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.

6. Details, including deadlines, are available on the College website at http://www.utica.edu/ogs/gettingtograduation.cfm.

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.

**Awarding a Posthumous Degree**

A family member of a deceased student or other interested party may make a request to the Office of the President for a posthumous degree.

To be eligible, an undergraduate student must have been enrolled at the time of death, in good academic standing, and have earned a minimum of 105 credits. A graduate student must have been enrolled at the time of death, in good academic standing, and have satisfactorily completed a minimum of 75% of the course work towards a graduate degree.

Under special circumstances, the President may grant the awarding of a posthumous degree for an undergraduate student who has completed fewer than 105 credits or a graduate student who has completed less than 75% of the degree course work.

**Absences**

Instructors establish the attendance requirements for each of the courses they teach. Instructor expectations regarding absences (for any reason) and parameters for making up late or missed work may differ, and are usually outlined in the syllabus for each class. If a student incurs excessive absences in a course, his or her grade may be lowered or he or she may receive an F for the course. Only the instructor can excuse a student from class.

In the event that a student has been/will be absent from class for reason due to illness, injury, or family emergency, students are responsible for notifying their instructors and for consulting with each of them to explore whether and how they may be able to make up the missed work. Courtesy absence notices may be sent to instructors from the Office of Student Affairs if the student has been or will be absent for three or more consecutive class days due to an illness, injury, or family emergency, if the office is notified of this by the student, their parent or guardian, a UC professional staff member, or a health care professional (with the student’s consent). Similarly, with the student’s consent, the Student Health Center may verify to an instructor that the student was seen on a specific date for medical reasons. Absence notifications from these offices are not intended to be and do not constitute an official excuse for missing class.

Although religious holidays are not reflected in the academic calendar,
Academic Regulations

Utica College does recognize the right of each student to observe religious holidays and other religious commitments. If a student wishes to observe religious commitments that will conflict with class times or other class-related activities, it is the student’s responsibility to notify faculty members well in advance in order to work with faculty members to find an accommodation that satisfies both the learning goals of the class and the religious commitment of the student.

Maximum Credit Hour Loads

Students in good standing may take up to 17 credit hours of courses per semester without special permission. Any credit hour load that exceeds 17 hours per semester must be approved by the dean for the school in which the student is majoring.

During the summer sessions, students may take up to nine credit hours without special permission. During winter session, they may take only three credit hours without special permission. Any credit hour loads that exceed these limits must be approved by the dean of the school in which the student is majoring. The Vice President for Student Affairs must approve this for undeclared students.

Student Classification

To be eligible for class membership, a student must have satisfactorily completed the following minimum credit hours:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>87 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>57 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27 hours</td>
</tr>
</tbody>
</table>

Independent Study

The faculty of each school, department, or subject area defines its own concept of independent study, but it is understood that students only undertake individual projects beyond subject matter covered by the courses listed in the catalog. Normally open to juniors and seniors only, independent study may be taken for a total of no more than 18 credit hours toward a degree. Independent study courses usually are numbered 290, 390, or 490, may be offered for variable credits, and can be repeated, providing the projects are not the same. Disciplines may add individual criteria and requirements.

In order to register for independent study, students must obtain and complete a registration form and a study plan form (available on the Registrar’s Forms Page at http://www.utica.edu/academic/registrar/forms.cfm) and have them signed by the faculty member who will supervise their projects, by the coordinator of the subject area in which they will be working, and by the appropriate school dean. School and department independent study guidelines are available in the appropriate school offices. The study plan is, in effect,
a contract between the student and the faculty member who will supervise the student’s work. It must specify the nature, title, goals, and methods of the student’s project; the means of evaluation to be used by the student's faculty supervisor; and the number of credit hours the student will receive for successfully completing the project. The completed forms must be filed with the Office of the Registrar when students register for the course.

Independent study is limited to matriculated students only.

**Tutorial Study**

Courses that are listed in the catalog, but that are not offered regularly, may be taken on a tutorial basis under extraordinary circumstances, and are designated by the word “Tutorial” in the course title when appearing on a student's transcript.

Information on registration procedures for courses students need to take on a tutorial basis is available in the appropriate department or school office or from the Office of the Registrar. The forms are also available on the Registrar’s Forms Page at [http://www.utica.edu/academic/registrar/forms.cfm](http://www.utica.edu/academic/registrar/forms.cfm).

**Topics Courses**

Courses in specialized areas of interest are listed in the “Courses of Instruction” section of the catalog under such rubrics as “Topics in . . . ,” “Advanced Study in . . . ,” “Special Topics in . . . ,” “Studies in . . . ,” or “Mini-courses.” These courses are usually numbered 200, 300, or 400 to reflect the course’s level and its position in the curriculum. Topics courses are offered for variable credit (usually one to six credit hours) and may be repeated, provided the subjects are not the same. Other qualifications, criteria, limits, and descriptions may be added by the discipline in which the course is being offered.

**Auditing**

A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor, without charge. 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 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 classes.
**Eligibility for Activities**

Eligibility for participation in any College activity requires a student to be fully matriculated and carrying at least 12 hours in the current semester. An organization may require, in addition, a particular grade point average.

Eligibility is required for the following:

- To participate in College-sanctioned theatrical, musical, or other productions, except where such participation is required for academic course credit.

- To hold office (elective or appointive, editorial, or other post) in any organization chartered by the College or using the Utica College name in which participation does not carry academic credit.

- Students intending to pledge any Greek-letter organization must have a minimum 2.0 cumulative average and have completed at least 12 credit hours at Utica College. First semester transfer students intending to pledge any Greek-letter organization must have a minimum 2.5 cumulative average and have completed at least 12 credit hours at their previous institution.

- To participate in non-athletic intercollegiate competition.

**Athletic Eligibility**

Eligibility for intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), the New York State Women’s Collegiate Athletic Association (NYSWCAA), and the Empire 8 Conference. A student must be full-time matriculated (minimum 12 credit hours per semester) and must be making satisfactory progress toward a baccalaureate degree.

The student-athlete also must meet the following minimum standards for cumulative grade point average (GPA) in order to maintain athletic eligibility for intercollegiate competition. This applies to students matriculating as freshmen or as transfer students.

Varsity athletics is an activity open to full-time, on-ground students only.

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
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<tbody>
<tr>
<td>End of 1st semester</td>
</tr>
<tr>
<td>End of 2nd semester</td>
</tr>
<tr>
<td>End of 3rd semester</td>
</tr>
<tr>
<td>End of 4th semester and</td>
</tr>
<tr>
<td>succeeding semesters</td>
</tr>
</tbody>
</table>
Make-up Examinations

If a student is unable to take any scheduled examination, a professor may choose to offer a make-up examination; this is not required and is entirely at the discretion of the professor. Such examinations must be taken during the same semester in which the examination was missed, unless a grade of Incomplete is given for sufficient reason.

Study at Other Institutions

As an institution of higher learning, Utica College strives to protect the integrity of its degree offerings. Therefore, Utica College students must obtain prior written approval from their advisers, school deans, and the registrar before taking courses at another institution for credit at Utica College. Approval is not usually granted if the same course is offered concurrently at Utica College. Students who undertake such study must meet all graduation requirements listed previously.

Students who already have transferred one-half of their credits required for their degree from a two-year college may not return to a two-year college for additional course work or apply additional credits through CLEP.

Forms for the purpose of obtaining permission for course work at other institutions are available at the Office of Student Services, in the Office of the Registrar, online on the Registrar’s Forms Page at http://www.utica.edu/academic/registrar/forms.cfm, and in the school offices. Forms for the purpose of obtaining permission to study abroad are available in the Office of International Education.

Schedule Changes

Any change in schedule must be processed by the Office of the Registrar in order to become effective. Failure to do so will result in a grade of F for the course.

Please consult the Registrar’s web page (https://www.utica.edu/academic/registrar/withdraw.cfm) to find appropriate deadlines and forms.

Withdrawing from a Class or from the College

There are multiple parts of a term in every semester, and there are three distinct date ranges for each part of term:

1. The add/drop period - dropping a class during this period will result in the complete removal of the course from your record.
2. The withdraw period - withdrawing from a class during this period will result in a grade of WD on your transcript. This grade will not affect your GPA. On the “deadlines” page, this date is noted as “Last day to WD without academic penalty.”
3. The withdraw/fail period - withdrawing from a class during this period will result in a grade of WF on your transcript. This grade calculates as an F in your GPA. On the “deadlines” page, this period begins after the “Last day to WD without academic penalty.” The deadlines for add/drop, withdraw, and withdraw-fail are all posted online:

- Deadlines for on-campus programs at www.utica.edu/academic/registrar/deadlines.cfm
- Deadlines for online programs at www.utica.edu/academic/registrar/8week_deadlines.cfm

Courses that run for part of the term have different add/drop/withdraw schedules from those that run the entire term. Please carefully review the academic deadline schedule (www.utica.edu/academic/registrar/deadlines.cfm) for the deadlines to add and drop these courses.

You can find the procedures for the withdrawal process on the registrar’s web page at www.utica.edu/academic/registrar/withdraw.cfm.

Note that withdrawing from a class may affect your financial aid. You should consult with Student Financial Services prior to withdrawing.

**Administrative Withdrawal**

Administrative withdrawal occurs in circumstances where the College deems it necessary that a student be involuntarily removed from one or more classes. Only the Office of the Registrar may administratively withdraw students, and only at written direction from the President, the Provost, or the senior Student Affairs officer. Students who have been administratively withdrawn will receive an AW (Administratively Withdrawn) code for the course or courses. Students who are administratively withdrawn from all courses and the College will be given a student status of “Conduct Dismissal” and a conduct hold will be applied to the student’s account.

**Refund Policy**

**Unofficial Withdrawals (non-attendance)**

Any student who receives Title IV funds who stops attending his or her classes during the semester without officially withdrawing from the College is considered an unofficial withdrawal according to Title IV federal regulations. The College is required to return unearned financial aid to the federal government for all unofficial withdrawals in the same manner as students who withdraw officially. The student’s last date of attendance is used to calculate the amount of financial aid to return to the federal government. The funds returned to the federal government for unearned financial aid will be added to the student’s final bill.
A simple equation to explain the process is:
(% of term completed) x (total aid awarded) = earned aid
(Total aid awarded) – (earned aid) = unearned aid to be returned to federal government

For complete information about how unofficial withdrawals are processed, please contact Student Financial Services (315-792-3179).

Medical Leave
The purpose of medical leave of absence is twofold:
1. To maintain your health coverage if you are insured by a parent and need to maintain your health insurance coverage.
2. To keep your student loans in deferment during an illness.

To apply for a Medical Leave of Absence (students must apply for each semester in which an MLOA is required and must submit the proper forms prior to the end of the add/drop period for that semester):
1. Download and complete the Medical Leave of Absence form from the Registrar’s website at https://www.utica.edu/academic/registrar/MLOA.pdf. Submit the form to the Office of the Registrar.
2. Submit supporting documentation from your healthcare provider.
   The supporting documentation from your healthcare provider must include:
   a. a basis for the medical leave
   b. an appropriate duration of the leave.

It is not necessary for a student to apply for a MLOA if he or she has a registration record for that semester. A grade of WD counts as a registration record. An MLOA is inappropriate for a student who draws from all classes after the start of a semester and gets WD grades since an MLOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for an MLOA.

Confidentiality of Medical Information:
Information provided to the College as part of an MLOA will be considered confidential and will be released only in circumstances described by the Family Educational Rights and Privacy Act (FERPA).

Taking Military-Related Leave
If you will be leaving for military duty, or are returning from assignment, please contact UC’s Veterans Liaison, Craig Dewan at: (315) 792 3393, e-mail cpdewan@utica.edu.

Utica College policy for military-related withdrawal:
- You will need your official orders for military duty sent to the Utica College Registrars Office.
• There will be **no academic penalty** for withdrawing from your courses provided that you - (a) notify each of your instructors of your leave within reasonable timeframes, (b) work out arrangements with your instructors to complete assignments, and (c) mutually agree on a course completion plan.

**Note** - Instructors MUST be given adequate communication regarding your leave, and are required only to give you reasonable accommodation for your military leave. Reasonable accommodation is determined by your instructor. If you feel reasonable accommodations are not being made, please notify Mr. Dewan, and provide written proof of your case.

• There will be **no financial penalties** for withdrawing from your courses provided that you - (a) notify the Office of Student Financial Services of your leave, and (b) speak personally to your financial aid counselor.

**Course Cancellation Policy**

The College reserves the right to cancel any course if necessary and to make changes in regulations, curricula, and fees at any time.

**Midterm Grade Report**

Reports indicating the level of achievement at midsemester are entered by Faculty into Banner where they may be viewed by students through Banner Web for Students. Students should not consider these midterm reports as official grades; they are designed to identify those who may benefit from academic counseling. Students who do not receive a midterm grade report should not assume that their performance in any given course is satisfactory, but should check with their instructors if they are in doubt.

**Transcript of Grades**

A transcript is an official and complete copy of a student’s academic history at Utica College. It records all courses completed, successfully and unsuccessfully, and all courses that were withdrawn after the add/drop deadline. It also will show any instances of Academic Probation, Academic Warning, or Academic Dismissal. Grades of “F for Cheating” are also recorded on the transcript. Utica College transcripts record every term that you have attended, including both your undergraduate and graduate studies, as applicable. It will show the number of credits accepted for transfer, but not the specific courses. Your transcript also shows any degrees awarded and official College honors earned.

The Office of the Registrar issues transcripts upon request (see Schedule of Tuition, Fees, and Deposits). Requests are generally processed within five business days. Delays may be experienced during the beginning and end of each semester and during preregistration. Please plan accordingly.
Academic Regulations

Current students are able to print unofficial copies of their transcripts via the BannerWeb system.

Requests for transcripts are not accepted by telephone; they must be made in person or in writing. A request form is available online for download at the www.utica.edu/registrar.

Utica College reserves the right to withhold the transcripts and diplomas of financially delinquent students.

Probation and Academic Dismissal

Anytime a student’s cumulative average falls below 2.0, he or she will be placed on probation. Probation is a warning that the quality of the student’s work must improve or he or she will face academic dismissal for poor scholarship. Students on probation are not allowed to take courses on a pass/fail basis.

Students on probation whose academic performance continues to be poor (GPA below 2.0 and failure to make substantial academic progress as determined by the Academic Standards Committee) will be dismissed from the College. Students with very poor academic records (typically below a 0.5 GPA) may be dismissed without being placed on probation.

Some academic programs have specific probation and dismissal standards that are higher than the College’s. For details see the program information in the “Programs of Study” section of the catalog. In most cases a student dismissed from a program who is in good academic standing within the College may transfer to another program within the College. For further details consult with an academic adviser or a member of the Office of Student Success staff.

Students in online programs with 8-week classes who are dismissed after a D1 (first part of term) class may complete a subsequent D2 (second part of term) class in the same semester, but may not take classes in the subsequent semester. Students who are dismissed after a D2 class will be removed from classes in the subsequent semester.

Students who are appealing a dismissal may remain in classes for which they are registered until the appeal is heard.

Readmission After Academic Dismissal

Students who are dismissed for academic reasons will not be able to take any courses at Utica College for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester.

Utica College is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

Students whose application for readmission is approved will retain the credits and grades earned before they were dismissed, and they will be readmitted on probation.

A second dismissal is considered to be a permanent separation from the
College. Students who can provide convincing evidence of their ability and determination to complete degree requirements successfully may appeal this status to the Provost.

Some academic programs have specific probation and dismissal standards that are higher than the College’s. For details see the program information in the “Programs of Study” section of the catalog.

SOFTWARE AND INTELLECTUAL RIGHTS

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments.

VIOLATIONS OF AUTHORIAL INTEGRITY, INCLUDING PLAGIARISM, INVASION OF PRIVACY, UNAUTHORIZED ACCESS, AND TRADE SECRET AND COPYRIGHT VIOLATIONS MAY BE GROUNDS FOR SANCTIONS AGAINST ANY MEMBER OF THE ACADEMIC COMMUNITY.

ACADEMIC HONESTY*

Academic honesty is necessary for the free exchange of ideas. Utica College expects academic honesty from all students.

Academic dishonesty can include plagiarism or cheating. Plagiarism, a serious form of academic dishonesty, is the use of ideas and phrases in the writings of others as one’s own without crediting the source. All materials used or paraphrased must be cited and credited. Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or in the creation of assigned and/or graded class work. Students who assist other students in, or contribute to, acts of academic dishonesty are subject to the appropriate penalties.

Utica College faculty are authorized to assign academic penalties, including the grade “F for Cheating,” for academic dishonesty.

Students who receive a penalty for academic dishonesty forfeit the right to withdraw from the class or the College without penalty, unless the faculty member allows it. The faculty shall inform the student in writing of the penalty and of the right to an appeal to the Academic Standards Committee, with a copy to the provost and vice president for academic affairs. The provost and vice president for academic affairs will refer any repeat offense, or any particularly egregious first offense, to the Academic Standards Committee, which may recommend a more severe penalty than that imposed by the faculty member. The student may appeal in writing to the Academic Standards Committee to
have the phrase "for cheating" removed from his/her academic transcript following graduation from the College.

In addition, instances of academic dishonesty may be referred to the Academic Standards Committee by the Office of Student Affairs, and instances of academic misconduct (misuse of academic resources or facilities) may be referred by the Academic Standards Committee to the Office of Student Affairs for possible action through the student disciplinary process. Behavior by a student may result in both a hearing by the Academic Standards Committee and action through the student disciplinary process. The processes are separate so the decision rendered in one place will not determine the decision rendered in the other.

*See the Code of Student Conduct at http://www.utica.edu/student/conduct/ for definitions, policies, and procedures concerning academic misconduct.

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

The Utica College policy concerning unauthorized distribution of copyrighted material and unauthorized distribution of copyrighted material and unauthorized peer-to-peer file sharing is found on the following web pages:

- Utica College policy on Copyright and Peer-to-Peer File Sharing: http://www.utica.edu/policies/index.cfm
- How to access music, movies, games, software, and other copyrighted materials legally: https://www.utica.edu/academic/iits/copyright/legal_options.cfm
- Copyright laws, copyright protections, and user’s rights: www.copyright.gov/title17/92chap5.html

**Education Records and FERPA**

Utica College fully complies with the Family Education Rights and Privacy Act (FERPA) and its implementing regulations. To see the College’s policies and procedures in accordance with the FERPA regulations, see http://www.utica.edu/academic/registrar/ferpa.cfm

**Directory Information**

At its discretion, Utica College may provide “directory information” in
According to the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA), Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Utica College includes the following:

- Student’s Name
- Local Address/Campus Residence/Telephone Numbers
- Permanent Address/Telephone Number
- E-mail Address
- Date and Place of Birth
- Hometown
- Degrees and Awards Received and Dates
- Dates of Attendance (Current and Past)
- Full or Part-time Enrollment Status
- Participation in Officially Recognized Activities
- Participation in Officially Recognized Sports
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Educational Institution
- Major Field of Study
- Academic Levels
- Residency Status
- Photographs

Students may block the public disclosure of directory information by submitting a Request to Prevent Disclosure of Directory Information form with the Office of the Registrar. Please consider very carefully the consequences of a decision to withhold directory information. A non-disclosure block will call for Utica College not to release any or all of this “directory information;” thus, any future requests for such information from non-college persons or organizations will be refused.

Utica College will honor your request to withheld directory information but cannot assume responsibility to contact you for subsequent permission to release this information. Regardless of the effect on you, Utica College assumes no liability as a result of honoring your instructions that such information be withheld.

Requests for non-disclosure may be filed at any time and remain in effect permanently (including after departing the College) until removed, in writing, by the student.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or
State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Questions about FERPA, students’ privacy rights, and Utica College’s compliance procedures may be directed to the Office of the Registrar, 123 White Hall, Utica College, Utica, NY 13502-4892.

**Release of Personal Information to Military Recruiters**

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the College to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the College will ask if the intent is to use the requested information only for military recruiting purposes.

The military is entitled to receive information about students who are “currently enrolled,” which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

- Name
- Age or year of birth
- Address
- Major
- Telephone Number
- Level of education (i.e. freshman, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student’s infor-
mation will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student’s information sent to the military and note “We have not provided information for X number of students because they have requested that their directory information not be disclosed.”

CONFIDENTIALITY FOR STUDENT EMPLOYEES

Students working in Utica College offices (student employees, resident assistants, or student interns) 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.

GRIEVANCE AND COMPLAINT PROCEDURES

Persons who believe that they have been treated unfairly by the College have the right to file a complaint. Individuals are encouraged to resolve complaints informally with the faculty member or administrative officer most closely involved in the alleged problem. In the event that this doesn't resolve the problem, and/or if someone wishes to take more formal action to file a complaint, the following are the procedures.

If a person feels he or she should be absolved from adhering to a particular academic regulation or procedure, or that an academic regulation has been unfairly applied, or that he or she has been treated unfairly on an academic matter, he or she should discuss the problem with the director of student success. If the matter cannot be resolved to the person's satisfaction, he or she will be provided with a form for petitioning the Academic Standards Committee. After he or she has submitted the petition, the committee will consider the individual's case and inform the petitioner by letter of the decision reached and the action taken. Appeals of Academic Standards Committee actions should be submitted in writing to the vice president for academic affairs and dean of the faculty. Appeals of actions taken by the vice president for academic affairs and dean of the faculty should be submitted in writing to the president of the College.

If a person feels he or she should be absolved from adhering to a particular administrative regulation or procedure, or that an administrative regulation has been unfairly applied, or that he or she has been treated unfairly on an administrative matter, he or she should discuss the problem with the vice president for student affairs and dean for student success or the dean of students. The vice president for student affairs and dean for student success or the dean of students, depending on the nature of the complaint, 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 his or her complaint in writing and will be informed in writing of the outcome of the
complaint. 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.

In resolving complaints, whether academic or administrative in nature, 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.
PROGRAMS OF STUDY*

Utica College offers instruction in the following disciplines. Not all disciplines, however, lead to the bachelor of arts or bachelor of science degree. Students must complete the requirements for at least one program of study marked B.A. or B.S. to be eligible for graduation (see Regulations). All Programs of Study at Utica College are registered by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Avenue, Albany, New York 12234, (518) 474-5851.

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<td>Construction Management (B.S.)</td>
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* Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

**HEGIS Code

***Pending New York State Education Department Approval
<table>
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<td>Comparative Politics and Comparative History</td>
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<td>Economics, Development and Environment</td>
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<td>Management (B.S. or Minor) 0506 193</td>
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<td>Concentrations in:</td>
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<td>Human Resources Management</td>
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<td>Marketing Management</td>
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<td>Mathematics (B.A. or Minor) 1701</td>
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<td>Philosophy (B.A. or Minor) 1509</td>
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<td>Healthcare Ethics (Minor only)</td>
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<td>Philosophy Justice (Minor only)</td>
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<td>Physics (B.A. or B.S.) 1902</td>
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<td>Psychology-Child Life (B.S.) 2009</td>
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<td>Public Relations (B.S.) 0699</td>
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See “Preparation for Graduate and Professional Schools” for Certified Public Accountant, Law, Teaching, Medicine, Dentistry, Veterinary Medicine, Pharmacy, Optometry, Osteopathic Medicine, Podiatry, and Chiropractic.

See “Joint Health Professions Programs” for Medicine, Dentistry, Optometry, Podiatry, Osteopathic Medicine, and Chiropractic.

NOTE: For explanation of requirements in the area of liberal arts and sciences electives, see item 6 under “Graduation Requirements.”
Graduate Degree Programs

Utica College offers a number of master’s and doctoral degree programs. Several of these programs offer direct entry for freshmen. Brief summaries of each program appear below; for more complete information, please consult the graduate catalog, contact the appropriate program director listed below, or contact the Office of Graduate Studies at (315) 792-3335 or gradstudies@utica.edu.

Business Administration – Professional Accountancy

The M.B.A. in Professional Accountancy is a 30-hour program designed to qualify a student to gain entry-level work in any area of accounting—auditing and assurance services, financial accounting, managerial accounting, and tax planning. Entry into the program is automatically accorded to students with the college’s BS in Accounting with the CPA concentration who maintain a 3.0 or better undergraduate GPA. 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.

The 30-hour M.B.A. program combined with a 120-hour undergraduate program in accounting complies with the educational requirements for a Certified Public Accountant’s license in New York and meets the educational requirements for membership in the American Institute of CPA’s. Upon completion of the degree, students will be eligible to sit for the CPA licensure examination.

Business Administration – Economic Crime and Fraud Management

The M.B.A. in Economic Crime and Fraud Management is a 30-hour program that offers an educational opportunity in a growing field where Utica College already has a successful undergraduate degree in Economic Crime Investigation (ECI), and an executive master’s degree in Economic Crime Management (ECM). This program is designed to qualify the student to gain entry-level work in the areas of fraud analysis, fraud investigation, fraud examination/auditing, and compliance in both the private and public sectors. Students who complete this program will qualify for middle management positions in fraud investigation and analysis in a variety of industries such as banking, credit card, telecommunications, insurance, retail, and financial services. The program is offered on a distance-learning format and students can complete the program in approximately two years.

Cybersecurity

The online M.S. in Cybersecurity offers students advanced training and hands-on experience in intelligence, critical infrastructures, and investigative principles as they relate to cybercrime. The 30-hour program offers three specializations targeted to students with different interests.
Cyber Intelligence:
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.

Computer Forensics:
Designed for students interested in collecting and preparing evidence of computer crimes such as fraud, child pornography, and cyber espionage, the curriculum emphasizes a comprehensive understanding of the forensic tools and techniques used to investigate and analyze network-related incidents and digital devices. Coursework also focuses on the collection and preservation of digital evidence.

Cyber Operations:
Designed for students interested in understanding the technical, legal, and ethical aspects of cyber attack and cyber defense operations. Coursework for this specialization focuses on penetration testing, vulnerability assessment, data hiding and anonymity, and advanced cyber protection mechanisms.

Economic Crime Management
The M.S. in Economic Crime Management, the only degree of its type in the world, prepares students for executive positions requiring an understanding of the nature of economic crime and the ability to develop systems to combat economic crime. The program utilizes a flexible distance learning format, brief on-campus residencies, and study at home. 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.

Education
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, math, 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. The Master of Science degree program in Adolescence and Special Education is designed for candidates seeking Initial Certification in both Adolescence and Special Education. The Adolescence Education—Apprenticeship Teacher Certification Program is a specialized option for students in the high-need teaching areas of foreign
language, math, 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 permanent or 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.

Flexible options exist for completing degree requirements.

All of the teacher education programs at Utica College are registered with the New York State Education Department. Completion of all programs requires a mandated research project, thesis, or comprehensive exam.

Health Care Administration

There are three critical dimensions to Utica's online M.S. 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 to the “why” of the science of health care administration.
Leadership:
Exploration and analysis of best practices in leading healthcare professional, organizational development. Focus is on creating future state models and scenarios that students can adopt in leading change. Leadership components explore the “who,” “what” dimension of student learning.

Continuum of Care:
Healthcare best practices evolve from customer-centric continuum of care strategies. Through study of best practice models and cases students learn the “how,” “when” of healthcare administrative excellence.

Graduates of Utica College's M.S. in Health Care Administration will be prepared to:
- Enter the healthcare 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 healthcare consumers, family members, third party reimbursement agencies, colleagues, and others

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 with 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 the ability to think critically, clearly, and analytically. All students must choose one of three areas of study: Natural Sciences and Mathematics (includes courses in biology, chemistry, geology, mathematics, and physics); Humanities (includes courses in English, history, humanities, and philosophy); or Social Sciences (includes courses in anthropology, economics, and sociology). Students may enroll full-time or part-time, spring, summer, and fall.
Occupational Therapy

The occupational therapy master’s program 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. This program involves earning a bachelor of science degree in health studies with continuation to the master of science degree in occupational therapy. Candidates may enter at the freshman level or as transfer students or as graduate students. The program is offered in both day and weekend formats. At the end of the junior year, students who meet the continuation criteria will progress to the professional phase of the program and engage in graduate study in occupational therapy. Students who do not have a degree in health studies, but who have completed a minimum of a bachelor’s degree and the prerequisite courses, and meet the continuation criteria, are also eligible for admission into the professional phase of the program as space is available.

Using a transformative learning approach the curriculum is designed to facilitate the development of occupational therapy practitioners who are responsible, self-directed, lifelong learners, and the leaders of the future. The occupational therapy faculty members recognize the reciprocal nature of education 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.

Information regarding the program’s accreditation status and occupational therapy licensing and certification requirements may be found in the Utica College graduate catalog and on the Utica College Web page.

Physical Therapy

The Department of Physical Therapy offers two doctoral programs, each leading to the clinical doctorate in PT. Each program is distinct, offering education to meet the needs of the learners, whether on campus for entrance into the profession (entry level) or through a combined residency and online model for the practicing clinician who aspires to have the degree commensurate with the vision for the future of PT.

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 liberal studies education and affords students the opportunity to integrate foundational knowledge with professional education. There are two enrollment streams - undergraduate as direct freshman admit OR graduate. This prelicensure program infuses principles of problem based learning with directed learning to engage and prepare learners for practice. The expected outcome is an entry-level practitioner able to meet current and future needs of the profession and health care system.
Post-Professional Transitional Program

The transitional DPT program is designed for licensed practitioners who have had a traditional physical therapy education below the doctoral level. The transitional DPT program builds on the skills, knowledge, and experience of practicing clinicians and entitles graduates to the degree of doctor of physical therapy. As a post-professional clinical doctoral degree, the DPT serves as a credential, similar to the MD for medicine, the OD for optometry, and the DPM for podiatry. It does not signify advanced preparation or specialization, but instead reflects the culmination of a comprehensive program and the fulfillment of the highest standards of clinical performance in professional practice.
Major in Accounting*
(Bachelor of Science Degree)

The accounting major prepares students for careers in public and private accounting, including non-profit, governmental and education. Public accounting is a recognized state-licensed profession that embraces the areas of financial statement preparation, auditing, financial investigations, design and installation of accounting systems, and taxation. Private and other accounting alternatives also engage in the above activities, though the focus is primarily on the single entity—the employer. Graduates may find a variety of opportunities, including responsible positions in a public accounting firm or other business and not-for-profit or governmental entities.

Public Accounting Concentration

As a licensed profession, public accounting is subject to regulation by the State of New York. As of August 2009, to be eligible to sit for the CPA licensure examination, a candidate must have completed 150 semester hours of course work, including work in a number of related specified fields (management, marketing, finance, law, computer science, and statistics). Successful completion of this undergraduate major, along with the Utica College MBA in Professional Accountancy, will constitute eligibility to take the CPA licensure examination. Students with the undergraduate accounting major CPA concentration who maintain a 3.0 or better GPA will be automatically accorded acceptance into the college’s MBA – Professional Accountancy program. Students with less than a 3.0 undergraduate GPA wishing to pursue the MBA may be asked at the discretion of the MBA program director to submit a GMAT score.

Further information about CPA certification is found in the Public Accountancy Handbook. A copy of this publication may be obtained without cost by writing to the Office of the Professions, Professional Licensing Services, Cultural Education Center, Albany, NY 12230. Information is also available on the web at http://www.op.nysed.gov/prof/cpa/.

Private Accounting Concentration

Private accounting deals primarily with the financial records, statements, and reports of a single business, and the use of accounting as a tool of management. Graduates with training in private accounting may expect to progress to such positions as cost accountant, cost analyst, budget director, chief accountant, comptroller, internal auditor, and chief financial officer.

Many treasurers and presidents of large corporations were formerly comptrollers. Comptrollership is a rapidly growing field that deals primarily with the application of accounting, economics, finance, and statistics to the operations of a business enterprise.

Students who wish to pursue this course of study should opt for the Private Accounting concentration.

Total credit hours required for degree: 120
**Learning Objectives**

*Graduates from this program will be able to:*

- demonstrate analytical and critical thinking skills.
- demonstrate effective oral communications skills.
- demonstrate effective written communications skills.
- demonstrate quantitative skills.
- demonstrate an awareness of the global business environment.
- demonstrate competence in the use of technology.
- identify and analyze legal and ethical issues in business.
- demonstrate fundamental knowledge in the functional areas of accounting: financial and managerial reporting, taxation, information systems, and auditing.

**Special Requirements**

A grade of C or better is required for each major course. For major-related courses a C average is required.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Hours Taken</td>
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<td>34 – 55</td>
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</table>

**General Education Core**

**Major Course Requirements**

(Some of the following may be used to satisfy college core requirements.)

- Accounting 201 Financial Accounting ................. 3 2
- Accounting 202 Managerial Accounting ............... 3 2
- Accounting 301 Intermediate Accounting I .......... 3 3
- Accounting 302 Intermediate Accounting II ......... 3 3
- Accounting 303 Cost Management ....................... 3 3
- Accounting 307 Accounting Information Systems .... 3 3,4
- Business Law 301 The Legal Environment of Business ... 3 2,3
- Business Law 302 Law of Business Organizations .... 3 2,3
- Economics 131 Principles of Microeconomics ...... 3 1
- Finance 333 Corporate Finance ......................... 3 2,3
- Management 101 Introduction to Contemporary Business 3 1
- Management 201 Principles of Integrated Management 3 2
- Business Elective ACC, ECN, FIN, MGT, MKT, RMI course at the 200-level or hither ............... 3

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Major-Related Course Requirements
(Some of the following may be used to satisfy core requirements.)

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<td>Microcomputers and Application Software</td>
<td>3</td>
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<tr>
<td>Computer Science 217</td>
<td>Computer Programming for Business Applications</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
<td>2,3</td>
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<tr>
<td>Mathematics 143 &amp; 144</td>
<td>Mathematical Analysis for Business and Economics I and II</td>
<td>3-6</td>
<td>1,2</td>
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<tr>
<td>or Mathematics 201</td>
<td>Calculus I</td>
<td>3-6</td>
<td>1,2</td>
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CONCENTRATION
Students must select one of the following concentrations.

CPA CONCENTRATION
Accounting 304                | Income Tax Accounting                            | 3       | 3,4   |
Accounting 401                | Auditing                                         | 3       | 3,4   |
Accounting 403                | Accounting for Multinational Business            | 3       | 3,4   |
Accounting 491                | Current Topics in Accounting                     | 1       | 3,4   |
Accounting elective           | Accounting course at the 300-, 400-, or 500-level | 3       | 3,4   |

PRIVATE ACCOUNTING CONCENTRATION
Accounting electives          | Accounting courses at the 300-, 400-, or 500-level | 6       | 3,4   |
Economics elective            | Economics course at the 300- or 400-level        | 3       | 3,4   |
Finance 343                   | Money and Banking                                |         |       |
or                            |                                                  |         | 12    |
Finance 351                   | Financial Management                             | 3       | 3,4   |

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

* Transfer students must complete at least 15 hours of accounting at Utica College.
Minor in Aging Studies

The minor provides students with both basic understandings of the normal aging process and common deviations from the normal patterns of growth and development in old age, as well as knowledge of public policy and services affecting the aged. The minor in gerontology is especially appropriate for majors in business, communication arts, construction management, criminal justice, economics, education (adult learners), government and politics, health studies, international studies, journalism, liberal studies, management, nursing, psychology, public relations, sociology and anthropology, and therapeutic recreation.

Total credit hours required for minor: 18

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Studies 101</td>
<td>Introduction to Aging</td>
<td>3</td>
</tr>
<tr>
<td>Aging Studies /Biology 214</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>Aging Studies 411</td>
<td>Aging and Mental Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

At last one of the following courses must be in Aging Studies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Studies 218</td>
<td>Rural Elderly</td>
</tr>
<tr>
<td>Aging Studies 273</td>
<td>Community Placement</td>
</tr>
<tr>
<td>Aging Studies 300</td>
<td>Special Topics</td>
</tr>
<tr>
<td>Aging Studies 314</td>
<td>Writing with Older Adults</td>
</tr>
<tr>
<td>Aging Studies 315</td>
<td>Aging &amp; Intellectual/Developmental Disabilities</td>
</tr>
<tr>
<td>Aging Studies 320</td>
<td>Supportive and Senior Housing</td>
</tr>
<tr>
<td>Aging Studies 400</td>
<td>Special Topics in Aging Studies</td>
</tr>
<tr>
<td>Anthropology 449</td>
<td>Anthropology of Aging</td>
</tr>
<tr>
<td>Communication 237</td>
<td>Introduction to Health Communication</td>
</tr>
<tr>
<td>(Note: COM 101 or 103 prereq)</td>
<td></td>
</tr>
<tr>
<td>Economics 375</td>
<td>Health Economics</td>
</tr>
<tr>
<td>Government 332</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Health Studies 337</td>
<td>Care of the Human Spirit</td>
</tr>
<tr>
<td>Management 101</td>
<td>Introduction to Contemporary Business</td>
</tr>
<tr>
<td>Philosophy 385</td>
<td>Healthcare Ethics</td>
</tr>
<tr>
<td>Psychology 237</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>Psychology 327</td>
<td>Adulthood and Aging (Note: PSY 101 prereq)</td>
</tr>
<tr>
<td>Psychology-Child Life 374</td>
<td>The Helping Relationship</td>
</tr>
<tr>
<td>or Psychology 372</td>
<td>The Counseling and Interviewing Process</td>
</tr>
<tr>
<td>Psychology-Child Life 375</td>
<td>Death, Dying, and Bereavement</td>
</tr>
<tr>
<td>Sociology 307</td>
<td>Bureaucracy and Culture: U.S. Health Care System</td>
</tr>
<tr>
<td>Therapeutic Recreation 315</td>
<td>Leisure, Health and Wellness</td>
</tr>
</tbody>
</table>

9
Major in Animal Behavior***

*(Bachelor of Science Degree)*

The Animal Behavior major is an integrative and interdisciplinary program of study examining the behavior of animals from a biological and psychological perspective. The major seeks to provide students with a background in scientific knowledge to examine the evolutionary, ecological, genetic, and neurological, and cognitive mechanisms that influence the behavior of animals, as well as ways in which behavior is modified by learning, training, and changes in the natural environment. Additionally, students will gain an understanding of techniques for studying behavior through our research-intensive program that includes laboratory experiences, training in research methods, and conducting independent research projects. Students will be introduced to zoo research, animal care and husbandry, and animal training through our partnership with the Utica Zoo.

The major in Animal Behavior will provide a foundation of courses and experiences for students interested in pursuing graduate training for research, high school or college/university teaching, conservation, or veterinarian medicine. Additionally, this major will provide training for those seeking careers requiring training at the bachelor’s level, such as research assistants at universities, businesses, or government institutions; animal care specialists or managers for research facilities; animal handlers/trainers for zoos or as a business; zoo keeping and aquarium husbandry; veterinary assistants; and museum or zoo educators. Other careers include applied animal behavior in industry and animal control officers.

Total credit hours required for the degree: 128

**Learning Objectives**

Students graduating with a degree in Animal Behavior will:

- Integrate biological and psychological principles in the investigation of animal behavior to understand the proximate and ultimate factors influencing behavior and to recognize the underlying biological, ecological, and psychological processes that influence the behavior of animals;
- Understand how the behavior of animals is affected by their environment, including natural and captive environments;
- Demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of animal behavior;
- Be familiar with and use primary literature in the field of animal behavior;
- Be able to analyze and present scientific data using statistical analyses and statistical software;
- Have skills in oral and scientific presentation of experimental design and data; and
- Perform activities that promote and nurture scholarship, responsible citizenship, and skills for lifelong learning.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)
### General Education Core

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
<td></td>
</tr>
</tbody>
</table>

### Major Course Requirements

#### Foundations for Understanding Animal Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 211*</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biology 212</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 202</td>
<td>Advanced Introduction to Psychology</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

#### Research Methods in Animal Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 231</td>
<td>Research Methods in Biology I</td>
<td>3</td>
</tr>
<tr>
<td>Biology 232</td>
<td>Research Methods in Biology II</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 211</td>
<td>Statistics in the Behavioral Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Essentials of Animal Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 321</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Biology 329</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Biology 338</td>
<td>Animal Behavior with Laboratory</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Biology 428</td>
<td>Zoo Animal Behavior, Training, and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Husbandry</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Psychology 351</td>
<td>Learning and Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

### Electives (15 cr. – at least 6 cr. in Biology/Animal Behavior and 6 cr. in Psychology)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Behavior 420</td>
<td>Short Course in Animal Behavior</td>
<td>1</td>
</tr>
<tr>
<td>Biology 323</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 322</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 324</td>
<td>Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 327</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 343</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Biology 362</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 436</td>
<td>Biology of Vertebrates</td>
<td>4</td>
</tr>
<tr>
<td>Biology 437</td>
<td>Biology of Invertebrates</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 312</td>
<td>Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 343</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 347</td>
<td>Basic Psychobiology</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 352</td>
<td>Motivation and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 354</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 405</td>
<td>Evolutionary Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 453</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

### Capstone Experience (select one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Behavior 450</td>
<td>Senior Research</td>
<td>3</td>
</tr>
<tr>
<td>Animal Behavior 495</td>
<td>Senior seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 211</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 212</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours Required in Major: 68

*Students are required to earn a grade of C or better in BIO211 before enrolling in any subsequent course with an Animal Behavior or Biology prefix that is required for the major. Note: Students who plan on graduate study may need to complete CHE331-CHE332, PHY151-152 or PHY261-262, and MAT201.

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

**Honors in Animal Behavior:** In order to be considered for Honors in Animal Behavior, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Animal Behavior courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take ANB450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Animal Behavior.

***Pending New York State Education Department Approval

**Minor in Anthropology**

Anthropology is a holistic science of humankind, which includes the traditional interests not only of the social sciences, but also of the natural sciences and the humanities. Anthropologists seek to understand past and present societies, the structure and diversity of human language, and the nature of humans as a species. American anthropology is divided into four subdisciplines: ethnology (cultural anthropology), archeology, anthropological linguistics, and physical (biological) anthropology. This minor is designed to expose students to all four subdisciplines, as well as related disciplines.

Total credit hours required for minor: 18

At least 9 credit hours must be at the 300 level or above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 101</td>
<td>Introduction to Anthropology</td>
<td>6</td>
</tr>
<tr>
<td>Anthropology 205</td>
<td>Human Beings in Evolutionary Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>
Anthropology Electives
Twelve credits from Anthropology electives ......................... 12
(nine credits must be at the 300-level or above) 18

Major in Biochemistry
(Bachelor of Science Degree)
The biochemistry major is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for students who have an interdisciplinary interest in biology and chemistry and wish to work at the interface of those two disciplines. Students will be well prepared for entry-level careers in biochemistry or biotechnology or for further graduate and professional study in biochemistry or medicine.

Total credit hours required for degree: 128

Learning Objectives
Students graduating from any program in the Department of Chemistry and Biochemistry at Utica College will demonstrate the ability to:

Think like a chemist
- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problem

Work like a chemist
- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds
- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist
- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)
### General Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>

### Major Course Requirements – Chemistry Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 211, 212</td>
<td>8 1</td>
</tr>
<tr>
<td>Chemistry 213</td>
<td>3 1</td>
</tr>
<tr>
<td>Chemistry 331, 332</td>
<td>8 2</td>
</tr>
<tr>
<td>Chemistry 323</td>
<td>5 3,4</td>
</tr>
<tr>
<td>Chemistry 345</td>
<td></td>
</tr>
<tr>
<td>Chemistry 495</td>
<td>2 3,4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

### Major-Related Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201, 202</td>
<td>6 1,2</td>
</tr>
<tr>
<td>Physics 151, 152</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Physics 261, 262</td>
<td>8 2,3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

### Biochemistry Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 211</td>
<td>4 1</td>
</tr>
<tr>
<td>Biology 321</td>
<td>4 2,3</td>
</tr>
<tr>
<td>Biology 327</td>
<td>4 2,3</td>
</tr>
<tr>
<td>Chemistry 363</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Chemistry 363L</td>
<td>1 3,4</td>
</tr>
<tr>
<td>Chemistry 463</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Biology 453</td>
<td>4 3,4</td>
</tr>
</tbody>
</table>

### Chemistry and Biology Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 or higher level</td>
<td>9-11 3,4</td>
</tr>
<tr>
<td>and one from biology</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32-34</td>
</tr>
</tbody>
</table>

### Major in Biology

*(Bachelor of Science Degree)*

Biology is the science of life and its processes. It includes study and research related to the structure, function, growth, origin, evolution, and distribution of living organisms. The major in biology offers a variety of career opportunities in at least five different areas: Medical (dentistry, medicine, optometry, pharmacy, podiatry, public health, chiropractic, veterinary medicine, physician’s assistant, audiologist/speech therapist); Teaching (college, secondary, elementary, drug counselling); Research (academic, government, private); Environmental (forestry, wildlife management, park management, range management, pollution measurement and control); and Commercial (laboratory equipment and pharmaceutical sales, technical writing).
Most of these careers require training in addition to a major in biology. Those interested should investigate specific course requirements for entrance into professional or graduate school and discuss these options with their academic adviser. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 128

**Learning Objectives**

*Graduates will:*

- Understand general principles of biology, including:
  - Critical thinking and the process of scientific inquiry;
  - Mechanisms of evolutionary change in populations;
  - Biological structure and processes at the molecular, cellular, tissue, organ system, organism, population, community, and ecosystem levels;
  - Statistical analyses and graphical presentation of data; and
  - Nature and importance of biodiversity.
- Graduates will be proficient in research and technical skills including experimental design, microscopy, molecular techniques, basic biochemical analyses, dissection, and computer use.
- Graduates will have skills in oral and written scientific presentation and the critical analysis and use of the biological primary literature.
- Graduates will integrate skills that collectively promote scholarship, responsible citizenship, and lifelong learning.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Taken</td>
</tr>
<tr>
<td>28 – 46</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

**General Education Core**

**Major Course Requirements**

**Essentials of Biology**

| Biology 211 | General Biology I* | 4 | 1 |
| Biology 212 | General Biology II | 4 | 1 |
| Biology 231 | Research Methods in Biology I | 3 | 1 |
| Biology 232 | Research Methods in Biology II | 3 | 2 |
| **14** |

**Foundations of Biology (five courses)**

*Cellular/Molecular Biology (select one course)*

| Biology 321 | Genetics | 4 | 2 or 3 |
| Biology 327 | Cell Biology | 4 | 2 or 3 |

*Population Biology (select one course)*
Programs of Study

Biology 323  Principles of Ecology  .................  4  2, 3 or 4
Biology 329  Evolution  .................................  3  2, 3 or 4

Structural/Functional Biology (select one course)
Biology 322  Developmental Biology .................  4  2, 3 or 4
Biology 324  Animal Physiology  ......................  4  2, 3 or 4

Organismal Biology (BIO 325 Botany and one other course)
Biology 325  Botany  .................................  4  2 or 3

and (select one course)
Biology 432  Principles of Microbiology  ............  4  3 or 4
Biology 433  Parasitology  .............................  4  3 or 4
Biology 436  Biology of Vertebrates  ..................  4  3 or 4
Biology 437  Biology of Invertebrates  .................  4  3 or 4

Upper Level Biology Electives
Biology Elective Courses at the 300, 400, or 500 level*  ..........  11  3 or 4

Integrated Biological Experience (select one course)
Biology 450  Senior Research in Biology  .........  3  4
Biology 470  Practicum in Biology  ...................  3  4
Biology 495  Senior Seminar  ..........................  3  4

Total Biology Coursework:  47-48

Major-Related Course Requirements*
Chemistry 211 and Chemistry 212  .....................  8  1 or 2
Physics 151 and Physics 152 or Physics 261 and Physics 262  .  8  2 or 3
Mathematics 112, Psychology/Sociology 211, or Mathematics 201 . .  3  1, 2, or 3

Total Hours Required in Major: 66-67

*Students will be required to earn a grade of C or better in BIO 211 before enrolling in any subsequent Biology courses that are required for the Biology major.

Electives
The student must complete sufficient elective courses to earn at least the minimum credits hours for this degree and at least 64 credits of the 128 required must be in the liberal arts and sciences.

Areas of Emphasis
Biology majors, with their advisers, can tailor the curriculum to help prepare themselves for their future goals, for example:

Pre-professional and Academic: This emphasis should satisfy the needs of students intending to apply to professional or graduate schools and should include Organic Chemistry (CHE 331 and 332), Calculus (MAT 201), and two semesters of a foreign language.

Educational: This concentration encourages those students intending to be secondary or elementary school teachers to meet state certification requirements in areas in addition to biology (i.e. earth science and general science). Students take education and science courses in areas where certification is desired.
Programs of Study

General: This emphasis adds flexibility through sampling courses outside the field of biology. Students take six hours of non-biological science courses.

Biology Honors: In order to be considered for Honors in Biology, the following requirements must be satisfied.
1. The student must have Biology GPA of at least 3.4 in all Biology courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take BIO 450 in their junior or senior year and present their findings at the Annual Undergraduate Research Conference.
3. The Biology Faculty will evaluate the student’s credentials and then select those who shall receive Honors. The student’s participation in departmental activities will also be considered.

For those students selected, the transcript will read Bachelor of Science with Honors in Biology.

Major in Business Economics

(Bachelor of Science Degree)

The business economics major provides students with the ability to apply the general concepts of economics to help solve management problems. Firms are becoming increasingly aware of the contribution that economics can make in day-to-day decisions. The major is centered around a thorough understanding of economics and is supplemented by courses in accounting, finance, and management. Managerial economics, research methods in economics, and an internship provide the link between economic theory and business application.

In addition to providing an especially strong foundation for employment in business, the business economics major is also a good basis for graduate work in business, economics, and law. With the growing emphasis on economic education in the high schools, the business economics major can also help prepare students for certification in the areas of management or economics. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Graduates from this program will be able to:
• demonstrate analytical and critical thinking skills.
• demonstrate effective oral communications skills.
• demonstrate effective written communications skills.
• demonstrate quantitative skills.
• demonstrate an awareness of the global business environment.
• demonstrate competence in the use of technology.
• identify and analyze legal and ethical issues in business.
• demonstrate content knowledge in the area of microeconomics.
• demonstrate content knowledge in the area of macroeconomics.
• demonstrate fundamental knowledge in business areas.
• complete a research project.
## Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

### General Education Core

| Credit Hours Taken | 34 – 55 |

### Major Course Requirements

(Some of the following may be used to satisfy college core requirements.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201 Financial Accounting</td>
<td>3 2</td>
</tr>
<tr>
<td>Accounting 202 Managerial Accounting</td>
<td>3 2</td>
</tr>
<tr>
<td>Business Law 301 The Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>Economics 346 Government and Economic Life</td>
<td>3 2, 3</td>
</tr>
<tr>
<td>Economics 131 Principles of Microeconomics</td>
<td>3 1</td>
</tr>
<tr>
<td>Economics 141 Principles of Macroeconomics</td>
<td>3 1</td>
</tr>
<tr>
<td>Economics 241 Statistics</td>
<td>3 2</td>
</tr>
<tr>
<td>Economics 332 Managerial Economics</td>
<td>3 3</td>
</tr>
<tr>
<td>Economics 448 Business and Economic Forecasting</td>
<td>3 3, 4</td>
</tr>
<tr>
<td>Economics 474 Economic Research Proposal</td>
<td>1 3, 4</td>
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<tr>
<td>Economics 475 Research Project in Economics</td>
<td>3 4</td>
</tr>
<tr>
<td>Finance 333 Corporate Finance</td>
<td>3 2</td>
</tr>
<tr>
<td>Management 101 Introduction to Contemporary Business</td>
<td>3 1</td>
</tr>
<tr>
<td>Management 201 Principles of Integrated Management</td>
<td>3 2</td>
</tr>
<tr>
<td>Management 202 Applied Integrated Management</td>
<td>3 2</td>
</tr>
<tr>
<td>Mathematics 143 &amp; 144 Mathematical Analysis for Business &amp; Economics I and II</td>
<td></td>
</tr>
<tr>
<td>or Mathematics 201 Calculus I</td>
<td>3 or 6 1,2</td>
</tr>
<tr>
<td>Risk Management and Insurance 273 Introduction to Risk Management and Insurance</td>
<td>3 2</td>
</tr>
</tbody>
</table>

\[46 – 49\]

### Concentration

**CONCENTRATION IN BUSINESS ANALYSIS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 401 Economics of Competitive Strategy</td>
<td>3 3, 4</td>
</tr>
<tr>
<td>Economics elective Economics course (300- or 400-level)</td>
<td>3 3, 4</td>
</tr>
<tr>
<td>Management 401 Management Science</td>
<td>3 3, 4</td>
</tr>
<tr>
<td>Management elective Management course (300- or 400-level)</td>
<td>3 3, 4</td>
</tr>
<tr>
<td>Economics 470</td>
<td></td>
</tr>
<tr>
<td>Finance 470</td>
<td></td>
</tr>
<tr>
<td>or Elective in Economics, Finance, or Management or Risk Management and Insurance (300- or 400-level)</td>
<td>3 3, 4</td>
</tr>
</tbody>
</table>

\[15\]
CONCENTRATION IN FINANCE
Accounting 303  Cost Management .................. 3 3, 4
Economics/Finance 343  Money and Banking ................. 3 3, 4
Finance 351  Financial Management .................. 3 3, 4
Finance 352  Investments. .................. 3 3, 4
Economics 470   
or
Finance 470   
or
Elective in Accounting, Economics, or Management   
or Risk Management and Insurance (300- or 400-level)........ 3 3, 4
15

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, and Sociology.

Major in Chemistry
(Bachelor of Science Degree)
Chemistry is the study of the composition, structure, properties, and reactions of matter at both the macroscopic and atomic levels. Students choosing chemistry as their major field of study will learn to understand and appreciate the physical world as a manifestation of its smallest molecular parts, both through abstract theoretical models and in direct laboratory experimentation. Through participation in a discipline that often occupies a central and unifying role in contemporary science programs, the student of chemistry is especially well equipped to pursue professional careers in medicine, industry, and teaching. During the course of their study, majors will have opportunities to perform and present original research, to engage in a culture and tradition of inquiry that is simultaneously rigorous and rewarding, and to take part in a variety of collaborations with the faculty. Exceptional students may also elect to pursue the degree with Honors.¹ Flexibility within the major allows the student and adviser to design a program of study based on one of the following available concentrations:

The General Concentration is intended to provide a fundamental, well-rounded education in science and is ideal for pre-dental, pre-law or pre-medical students, for students who wish to teach, or for students seeking job entry at the technical level.

The Biochemistry Concentration is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for chemistry students who have an interdisciplinary interest in biology. Students will be prepared for entry-level careers in biochemistry and biotechnology or for further graduate and professional study in biochemistry or medicine.

The Environmental Concentration is intended for students with an interest in understanding the effects of human activity on atmospheric, aquatic, and terrestrial environments within a chemical context. By seeking solutions for such chemically based environmental problems as water pollution, acid rain, and hazardous wastes, environmental chemists help ensure a healthy environment for all living things.
The Professional Concentration is, like the Biochemistry Concentration, a recommended course of study from the American Chemical Society. It is especially suited for students who want to pursue graduate work in chemistry, or careers in the chemical or pharmaceutical industries.

Students considering public school teaching as a career should refer to the programs in education listed alphabetically in this section of the catalog. Each student who studies the chemistry major should consult regularly with his or her adviser, particularly concerning selection of electives.

The chemistry program is accredited by the American Chemical Society, the highest standard for undergraduate chemistry education. Students wishing to graduate with a B.S. in Chemistry certified by the American Chemical Society should complete the professional concentration with at least one credit hour of chemistry electives being laboratory based.

Total credit hours required for degree: 128

**LEARNING OBJECTIVES**

*Students graduating from any program in the Department of Chemistry and Biochemistry at Utica College will demonstrate the ability to:*

Think like a chemist
- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problems

Work like a chemist
- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds
- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist
- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

*Students graduating from any of our B.S. programs (B.S. Chemistry, any concentration, and B.S. Biochemistry) will be prepared to immediately enter the chemical professions upon graduation. This includes:*
- Entry into and success in graduate or professional school for further study in the chemical disciplines
- Direct entry into the chemical professions
## Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td>34 – 55</td>
</tr>
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</table>

### General Education Core

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 211, 212</td>
<td>General Chemistry I, II</td>
</tr>
<tr>
<td>Chemistry 213</td>
<td>Introduction to Chemical Research</td>
</tr>
<tr>
<td>Chemistry 331, 332</td>
<td>Organic Chemistry I, II</td>
</tr>
<tr>
<td>Chemistry 323</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>Chemistry 345</td>
<td>Physical Chemistry I: Thermodynamics &amp; Kinetics</td>
</tr>
<tr>
<td>Chemistry 495</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
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</table>

### Major Course Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201, 202</td>
<td>Calculus I, II</td>
</tr>
<tr>
<td>Physics 151, 152 or Physics 261, 262</td>
<td>General Physics I, II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

### Concentration

In addition to the above courses the student must select one of four concentrations:

#### General Concentration

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 423</td>
<td>Instrumental Methods</td>
</tr>
<tr>
<td>Chemistry 473</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>300 or higher level</td>
</tr>
<tr>
<td>Biology 211, 212 or Geology 225, 226</td>
<td>General Biology I, II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

#### Biochemistry Concentration

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 363 3,4</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Chemistry 363L 3,4</td>
<td>Biochemistry Laboratory</td>
</tr>
<tr>
<td>Chemistry 433 3,4</td>
<td>Advanced Organic Chemistry</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>300 or higher level</td>
</tr>
<tr>
<td>Biology 211, 212</td>
<td>General Biology I, II</td>
</tr>
<tr>
<td>Biology 321</td>
<td>Genetics</td>
</tr>
</tbody>
</table>
Biology 327  Cell Biology  ..................  4  3,4  
Biology 453  Molecular Biology  ..................  4  3,4  

ENVIRONMENTAL CONCENTRATION
Chemistry 405  Environmental Chemistry  ...........  3  3,4  
Chemistry 423  Instrumental Methods  ..................  5  3,4  
Chemistry Electives  300 or higher level.  ...................  3  3,4  
Biology 211, 212  General Biology I, II  ...............  8  1,2  
Biology 323  Principles of Ecology  .........  4  2,3  
Geology 225  Physical Geology  .....................  4  1,2  
Geology 226  Historical Geology  ....................  4  1,2  
Mathematics 112  Basic Statistics  ....................  3  1,2  

PROFESSIONAL CONCENTRATION
Chemistry 346  Physical Chemistry II: Structure. .......  3  3,4  
Chemistry 346L  Physical Chemistry Laboratory .......  1  3,4  
Chemistry 363  Biochemistry  .......................  3  3,4  
Chemistry 363L  Biochemistry Laboratory .............  1  3,4  
Chemistry 423  Instrumental Methods ..................  5  3,4  
Chemistry 473  Inorganic Chemistry ....................  4  3,4  
Chemistry Electives  300 or higher level. .............  5  3,4  

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 64 credit hours of the 128 required must be in the liberal arts and sciences.

1 The following requirements must be satisfied for the student to be considered for Honors in Chemistry:
   • The student must have an average of 3.4 in chemistry courses and 3.4 overall average.
   • The student must conduct a research project for at least two semesters and for a minimum of three credit hours (total) and present a seminar on the work.
   • The student must apply for honors by April 14 of the senior year.
   • The chemistry staff will evaluate the student's credentials and select those who will receive honors. Student participation in chemistry program activities will be considered.

For those who are selected, the transcript will read Bachelor of Science with Honors in Chemistry.

2 Students choosing the Professional Concentration must take Physics 261, 262.
Minor in Chemistry

The minor in chemistry may be used by students wishing further to explore and formalize their studies in this discipline. This minor should be considered by any non-chemistry major who is interested in a career in science teaching, medicine or other health professions, patent law, forensic laboratory, science, or technical sales.

Total credit hours required for minor: 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 211</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 212</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 331, 332</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Major in Communication Arts

(Bachelor of Arts Degree)

While the study of human communication has been a central component in the curriculum of Western education since classical Greece, in the “age of information,” it is becoming increasingly important. In virtually all situations we must make choices about what and how to communicate. The quality of our life and work is significantly affected by how well we choose our strategies, how well we express our ideas, and how well we understand other people and their ideas.

Communication study has two components. One focuses on developing an understanding of how our identities, roles, relationships, and organizations are shaped by the style, content, and media of communication. The other focuses on the opportunity to enhance and refine communication and performance competencies. The knowledge and skills acquired are essential to both personal growth and professional development.

In order to tailor the course of study to their vocational interests, students should consult with their adviser regularly and plan to complete an internship. Students are strongly encouraged to select free electives which will broaden and deepen their background in related fields.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Students will demonstrate:

- that they understand the role that various methods of communication play in all aspects of human interaction.
- the skills necessary to prepare and present effective oral presentations.
- the ability to understand and utilize effective communication strategies. In specific contexts, including (but not limited to) persuasion, conflict resolution, interpersonal relationships, small group interaction, and organizational roles.
- the ability to make effective and informed choices about how to communicate in specific contexts, including (but not limited to) persuasion, conflict...
resolution, interpersonal relationships, small group interaction, leadership roles.
- that they understand important theories and trends in the field of communication, and will be able to contextualize, analyze, and criticize aspects of contemporary culture through the application of these theories.
- that they are knowledgeable about career fields that are appropriate for someone with a major or minor in Communication Arts, and will develop strategies for incorporating their knowledge and interests into job searches.

**ACADEMIC REQUIREMENTS**
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
</tr>
</tbody>
</table>

**General Education Core**

**Major Course Requirements**

- Communication Arts 101 Interpersonal Communication ........ 3
- Communication Arts 103 Introduction to Public Speaking..... 3
- Any 3-credit hour Theatre course ................................ 3
- Communication Arts 181 Introduction to Human Communication 3
- One of the following courses .................................... 3
- Communication Arts 261 Broadcasting in the Public Interest
- Journalism 181 Introduction to Mass Communication
- Communication Arts 341 Organizational Communication .... 3
- One of the following courses .................................... 3
- Communication Arts 303 Advanced Public Speaking
- Communication Arts 313 Oral Interpretation of Literature
- Communication Arts 403 Argumentation
- One of the following courses .................................... 3
- Communication Arts 411 Communication Theory
- Communication Arts 426 Theories of Visual Communication
- Communication Arts 461 Rhetorical Theory and Criticism
- Communication Arts 481 Senior Seminar ....................... 3

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**Major Electives**

The student must select 15 additional hours not listed above in the areas of Communication Arts, Theatre, or Film Studies. At least nine hours of these electives must be at the 300-level or above. A maximum of six credit hours in Public Relations or Journalism courses may also count as electives.

15

42
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Minor in Communication Arts
The minor in communication arts is designed to provide students in other majors with an opportunity to develop their understanding of the communication process and to refine specific communication competencies. Students concerned with preparing themselves to begin a career upon graduation may focus on learning more about the critical role of information and communication in the operation of organizations, and on developing the skills necessary in order to communicate effectively with other people. Those students who are interested in pursuing graduate work may complement their major area of study with an understanding of human interaction from a communication perspective.

Total credit hours required for minor: 18

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts 101 Interpersonal Communication ....... 3</td>
</tr>
<tr>
<td>Communication Arts 103 Introduction to Public Speaking...... 3</td>
</tr>
<tr>
<td>One of the following courses: .................................. 3</td>
</tr>
<tr>
<td>Communication Arts 303 Advanced Public Speaking</td>
</tr>
<tr>
<td>Communication Arts 403 Argumentation</td>
</tr>
<tr>
<td>One of the following courses: .................................. 3</td>
</tr>
<tr>
<td>Communication Arts 341 Organizational Communication</td>
</tr>
<tr>
<td>Communication Arts 411 Communication Theory</td>
</tr>
<tr>
<td>Two electives: six hours of Communication Arts courses at the 300-400 level ............................................. 6</td>
</tr>
</tbody>
</table>

Major in Computer Science
(Bachelor of Science Degree)
The major in computer science will prepare the student to work with computers and develop systems utilizing the computer in areas of science, industry, civil service, and education. For those desiring more specialization, the program is a sound preparation for graduate study in computer science.

There are three concentrations that can be taken to meet the major-related requirements of the computer science major.

The Scientific Concentration is intended for the science and technology oriented student. The mathematical background obtained will prepare the graduate to handle analytical problems and systems requiring a scientific preparation and mathematical sophistication.
The Business Concentration is intended for the student who needs less mathematical sophistication and who intends to work primarily in areas where the computer is applied to business or non-mathematical problems.

The Computer Security Concentration is intended for the student who is interested in pursuing a career that focuses on protecting information within both government and private sectors.

Total credit hours required for degree: 128

**Learning Objectives**

*Students will:*

- Demonstrate a broad knowledge of the field of computer science, as measured by the best practices of the ACM curriculum guidelines;
- Demonstrate understanding of abstract mathematical structures, mathematical techniques, and formal mathematical reasoning as they pertain to the area of computer science;
- Demonstrate an understanding of the principles behind the development of small and large software systems by creating well-structured, well-documented, and properly functioning software;
- Demonstrate an understanding of the architecture and organization of computer systems by designing digital logic circuits and showing proficiency with the principles of memory systems, disc array systems, and the central processing unit;
- Demonstrate an understanding of the principles of computer data structures and their algorithms by implementing and using them to solve different computer problems;
- Demonstrate an understanding of operating systems by showing proficiency with the principles of operating systems as computer resource managers, and interfaces between user applications and the computer hardware;
- Demonstrate an understanding of the design, implementation, and management of database systems by building a relational database management system;
- Demonstrate an understanding of the principles and practice of computer communications and networking by discussing layered protocol designs (including TCP/IP and IEEE 802), the Internet, and the Web.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>
## Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>Computer Science I</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>Computer Science II</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Discrete Mathematics I</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 301</td>
<td>Discrete Mathematics II</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science 303</td>
<td>Computer Organization and Programming</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science 316</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science 322</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 323</td>
<td>Introduction to Networks</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 325</td>
<td>Programming Languages</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 343</td>
<td>Database Systems</td>
<td>4</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 425</td>
<td>Operating System Concepts</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 433</td>
<td>Software Engineering</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>39</strong></td>
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</tr>
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</table>

## Major-Related Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>Calculus II</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
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</tr>
</tbody>
</table>

## Concentration

Students must choose one of three concentrations:

**SCIENTIFIC CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 301</td>
<td>Calculus III</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Mathematics 321</td>
<td>Probability and Statistics</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Mathematics 331</td>
<td>Linear Algebra</td>
<td>3</td>
<td>3,4</td>
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<tr>
<td>Physics 261</td>
<td>Physics I</td>
<td>4</td>
<td>1,2</td>
</tr>
<tr>
<td>Physics 262</td>
<td>Physics II</td>
<td>4</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>17</strong></td>
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</table>

**BUSINESS CONCENTRATION**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>or</td>
<td>Economics 241</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Finance 333</td>
<td>Corporation Finance</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Management 101</td>
<td>Introduction to Contemporary Business</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>15</strong></td>
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</table>

**COMPUTER SECURITY CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>or</td>
<td>Economics 241</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>Information Security</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law &amp; Investigations</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Criminal Justice 355</td>
<td>Cybercrime Investigations and Forensics I</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 128 required must be in the liberal arts and sciences.

Minor in Computer Science
The minor in computer science is intended to introduce students in other majors to the discipline of computer science. Appropriate choices of upper level electives can be made that reflect their interest within the discipline.

Total credit hours required for minor: 19

Academic Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101 Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 102 Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 201 Discrete Mathematics I</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 300/400 level electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

Major in Construction Management
(Bachelor of Science Degree)
The curriculum for this major is designed to prepare students for careers centered on the management of construction projects. It includes a balanced focus on technical construction knowledge – like methods and materials, thermal comfort, and building layout – and the managerial, financial, and planning skills necessary for completing construction projects successfully. Also, throughout the curriculum there are consistent emphases on such broad strengths as excellence in oral and written communication, an understanding of the social and cultural dynamics of the construction industry, and the qualities of ethical business practice and the principles of social responsibility.

Total credit hours required for degree: 128

Learning Objectives
Graduates from this program will be able to:
- Utilize contract documents to prepare a comprehensive construction project cost estimate.
- Apply planning skills to prepare an equipment use plan, organize and layout a construction site, and formulate a construction schedule using Gantt charts and precedent diagramming techniques.
- Manifest administration/organizational proficiency via the development of a detailed construction project procedures manual and safety plan that documents construction activities and the flow of information.
- Pen professional documents and deliver formal oral presentations.
- Apply basic financial principles to prepare and interpret construction job-cost reports, schedule of values, and cash flow diagrams.
- Participate effectively as a member of a team

**SPECIAL REQUIREMENTS**

To be eligible for graduation all students pursuing a B.S. Degree in Construction Management must earn a minimum grade of “C” in all major and all major-related courses. In the event a student does not achieve the minimum grade of “C”, the course must be repeated until that level of scholarship is achieved.

**ACADEMIC REQUIREMENTS**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**General Education Core**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Mgt 103</td>
<td>Intro. to Construction Management</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 104</td>
<td>Plan Reading and Quantity Takeoff</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 117</td>
<td>Construction Graphics and Applications</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 221</td>
<td>Methods and Materials I</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 222</td>
<td>Methods and Materials II</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 225</td>
<td>Documents and Specifications</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 233</td>
<td>Surveying</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 331</td>
<td>Estimating I</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 332</td>
<td>Estimating II</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 336</td>
<td>Mechanical and Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 337</td>
<td>Statics and Strengths of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 345</td>
<td>Site Planning and Equipment</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 417</td>
<td>Revit for Construction Managers</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 423</td>
<td>Construction Finance</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 436</td>
<td>Temporary Structures</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 437</td>
<td>Planning and Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 447</td>
<td>Project Management and Safety</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 470</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Construction Mgt 475</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts 103</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Economics 131</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 344</td>
<td>Labor Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
### Programs of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology 225</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>Management 201</td>
<td>Principles of Integrated Management</td>
<td>3</td>
</tr>
<tr>
<td>Business 301</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 151</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 151</td>
<td>General Physics I: Mechanics, Heat and Waves</td>
<td>4</td>
</tr>
<tr>
<td>Physics 152</td>
<td>General Physics II: Electricity, Optics, Radiation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 128 required must be in the liberal arts and sciences.

### Minor in Creative Writing

The minor in creative writing is designed to provide an added area of competency for students. It entails the study of creative writing in multiple genres as well as the literary traditions of short fiction, the novel, and poetry. In addition to the personal value this minor will have for any student, it will help students preparing for many professions as they develop their communication and rhetorical skills and practice thinking creatively. In workshops, students learn how to critique effectively their own and others’ writing. Students should consult their major advisers about the appropriateness of this minor for their majors.

Total credit hours required for minor: 18

### Academic Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 307</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 406</td>
<td>Advanced Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 407</td>
<td>Advanced Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>English 477</td>
<td>Senior Seminar in Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 478</td>
<td>Senior Seminar in Creative Writing: Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 372</td>
<td>Studies in Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>English 373</td>
<td>The Novel</td>
<td>3</td>
</tr>
<tr>
<td>English 374</td>
<td>Forms and Art of Poetry</td>
<td>3</td>
</tr>
<tr>
<td>English 396</td>
<td>American Literature: 1945 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>English 397</td>
<td>Contemporary American Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18
Major in Criminal Justice

(Bachelor of Science Degree)

Criminal justice is the study of crime, its causes, and its effects on society. It is concerned with preventing and deterring criminal behavior, rehabilitating the offender, and providing a system where justice and rights are served. Graduates of the program have opportunities in a variety of criminal justice fields including policing, law, probation, juvenile services, private security, public administration/planning, counseling, research, and regulatory enforcement.

In addition to entry level employment opportunities, graduates may pursue advanced study in fields such as public administration, criminal justice and criminology, management, and law.

Total credit hours required for degree: 120

Learning Objectives

A student who graduates from the program will be able to demonstrate the following orally and/or in writing:

• Identify the main stages of the criminal justice process and the agencies responsible for administering justice

• List and discuss at least five main schools of criminological theory related to crime causation and control

• Complete a major public policy problem paper to demonstrate critical thinking and information application related to the discipline

• Present specific examples on how technology is applied to criminal justice operations

• Prepare and execute a research project using the basic tenets of research design

• Use the case study method to show how ethical issues impact decision making

• Use the case study method to show how diversity relates to criminal justice operations and policy in a global environment

• Apply statutory and case law to legal problems that occur in the field

Special Requirements

Students in criminal justice are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)
## General Education Core

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
<td></td>
</tr>
</tbody>
</table>

## Major Course Requirements

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 101</td>
<td>Freshmen Seminar in Justice Studies</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice 103</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 342</td>
<td>Law and Justice</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 351</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 461</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 470</td>
<td>Internship</td>
<td>6 - 15</td>
</tr>
<tr>
<td>or Criminal Justice 475*</td>
<td>Senior Project: for 3,4, or 5 credits.</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

*Available only with permission from the director of the program

## Major-Related Requirements

<table>
<thead>
<tr>
<th>Major-Related Requirements</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 151</td>
<td>Human Society.</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 252</td>
<td>Racial and Cultural Minorities</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 274</td>
<td>Criminology.</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Psychology/Sociology 211</td>
<td>Statistics in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 376</td>
<td>Criminological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Government 341</td>
<td>Jurisprudence of the Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 372</td>
<td>The Counseling and Interviewing Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses:

| Psychology 322             | Adolescence                          | 3 | 3,4 |
| Psychology 331             | Social Psychology                     | 3 | 3,4 |
| Psychology 361             | Abnormal Psychology                   | 3 | 3,4 |

## Criminal Justice Concentrations

Four courses are needed to complete a concentration, with no more than one course per concentration at the 200 level and at least two CRJ courses per concentration and one from outside CRJ (wherever possible).
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 201</td>
<td>Principles of Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 221</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 235</td>
<td>Civil Rights, Public Policy, and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 252</td>
<td>Racial and Cultural Minorities</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 305</td>
<td>Ethical Issues in Contemporary Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 332</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 333</td>
<td>American Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 345</td>
<td>Political Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 382</td>
<td>Administrative Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 385</td>
<td>Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 421</td>
<td>Advanced Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 423</td>
<td>Evidenced-Based Crime Policy</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 235</td>
<td>American Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law and Investigations</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 341</td>
<td>Jurisprudence of the Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 342</td>
<td>Law and Justice</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 343</td>
<td>Law of Economic Crime</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 345</td>
<td>Criminal Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 345</td>
<td>Constitutional Law in the Government Process</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 366</td>
<td>International Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 261</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 305</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 307</td>
<td>Homeland Security and Counter-terrorism</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 300</td>
<td>Introduction to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 328</td>
<td>Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>Information Security</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 336</td>
<td>Information Privacy</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 351</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 232</td>
<td>Economic Crime Theory</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 274</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 321</td>
<td>While-Collar Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 334</td>
<td>Economic Crime Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 343</td>
<td>Law of Economic Crime</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 347</td>
<td>Fraud Prevention and Detection Technologies</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 354</td>
<td>Payment Systems and Fraud</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 406</td>
<td>Forensic Accounting and Fraud Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>
### Major Electives
(at least two courses must be at the 300 or 400 level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 212</td>
<td>American Policing</td>
<td>3 2,3</td>
</tr>
<tr>
<td>Criminal Justice 221</td>
<td>Issues in Juvenile Justice</td>
<td>3 2,3</td>
</tr>
<tr>
<td>Criminal Justice 224</td>
<td>American Corrections</td>
<td>3 2,3</td>
</tr>
<tr>
<td>Criminal Justice 250</td>
<td>Probation/Parole and Sentencing</td>
<td>3 2,3</td>
</tr>
<tr>
<td>Criminal Justice 305</td>
<td>Terrorism</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 314</td>
<td>Modern Techniques in Criminal Investigation</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 324</td>
<td>Violence in the Workplace</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 334</td>
<td>Economic Crime Investigation</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law and Investigations</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 343</td>
<td>Law of Economic Crime</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 345</td>
<td>Criminal Evidence</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 382</td>
<td>Administrative Issues in Criminal Justice</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 300</td>
<td>Special Topics</td>
<td>3 2,3,4</td>
</tr>
<tr>
<td>Criminal Justice 441</td>
<td>Applied Legal Research and Communication</td>
<td>3 4</td>
</tr>
</tbody>
</table>

Total credit hours required for major electives: 12

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### Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

*Students wishing information about the criminal justice retention policy should consult with their academic adviser.*

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### Minor in Criminal Justice
The minor in Criminal Justice may be used by students who want to explore and formalize their studies in this discipline. This minor should be considered by any non-criminal justice major who is interested in a career related to the field of criminal justice, such as social work, psychology, law, and government.

Total credit hours required for the minor: 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 103</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Select one criminal justice concentration</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>(each of which requires four courses, pending advisor approval)</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>
Major in Criminal Justice – Economic Crime Investigation

(Bachelor of Science Degree)

Economic crimes are a major and costly societal problem in America. Presently there are few individuals who have the skills to prevent, detect, or investigate this kind of crime. This major is designed to prepare practitioners to understand this evolving technological problem of business fraud and computer crimes. By combining accounting, management, computer science, and economics courses with criminal justice courses in economic crime investigation and law, students will be sufficiently prepared for an entry level position in this field.

Utica College offers an on-ground undergraduate program in Economic Crime Investigation; there is also an undergraduate online program for transfer students who have already earned an associate's degree or the equivalent college credits. In addition, there is an online master's program in Economic Crime Management. For more information on the master's program, consult the UC graduate catalog.

Total credit hours required for degree: 126

Learning Objectives

A student who completes this program will demonstrate the following either orally and/or in writing:

• Identify the primary components of economic crime detection, investigation and prevention.
• Understand and discuss criminology theories explaining the causation of economic and white collar crime.
• Understand and discuss accounting principles as they apply to fraud examinations and investigations.
• Identify the key economic crime and criminal typologies as they apply to characteristics of specific economic crime acts.
• Prepare an original empirical research project contributing to the body of knowledge of a select component of financial investigation, public official corruption or white collar crime.
• Apply criminal law and regulations related to fraud in public and private sector organizations.
• Understand and discuss the impact of the development and implementation of private and public sector ethics programs on the prevention of economic crime.
• Understand and explain the role of technological advances on the field of economic crime investigation.

Special Requirements

Students in criminal justice – economic crime investigation are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.
ACADEMIC REQUIREMENTS
(see also General Education Core in the “Undergraduate Program” section of this catalog)

Credit Year
Hours Taken

General Education Core .......................... 34 – 55

Major Course Requirements

Criminal Justice 101 Introduction to Criminal Justice Research Methods .................................. 1 1
Criminal Justice 103 Introduction to Criminal Justice .................................................. 3 1
Criminal Justice 232 Economic Crime Theory ...................................................... 3 2,3
Criminal Justice 336 Information Privacy ......................................................... 3 3,4
Criminal Justice 334 Economic Crime Investigation .................................. 3 3,4
Criminal Justice 335 Cybercrime Law and Investigations .......................... 3 3,4
Criminal Justice 343 Law of Economic Crime ...................................................... 3 3,4
Criminal Justice 461 Senior Seminar ................................................................. 3 4
Criminal Justice 470 Internship ................................................................. 6 - 15 4
or
Criminal Justice 475* Senior Project, plus CRJ 300-level
or higher elective .................................................. 3 - 6 4

28 – 37

*Only available for online students enrolled in the major or students with appropriate professional criminal justice work experience, with permission from the director of the program.

Major-Related Requirements

Accounting 201 Financial Accounting .................................................. 3 2,3,4
Economics 131 Principles of Microeconomics .................................................. 3 1,2,3,4
Sociology 274 Criminology ................................................................. 3 2,3
Mathematics 112 Statistics ................................................................. 3 1,2,3
or
Psychology/Sociology 211 Statistics in the Behavioral Sciences .......................... 3 2,3
or
Economics 241 Statistics ................................................................. 3 2,3
Sociology 376 Criminological Research Methods .............................................. 3 3,4
Government & Politics 341 Jurisprudence of the Criminal Law .................................. 3 3,4

18

Major Concentration
Select one of the following concentrations:

FINANCIAL INVESTIGATION

Accounting 202 Managerial Accounting .................................................. 3 2,3,4
Accounting 301 Intermediate Accounting I .................................................. 3 2,3,4
Accounting 302 Intermediate Accounting II .................................................. 3 3,4
Accounting 406 Forensic Accounting & Fraud Auditing .................................. 3 3,4
Finance 333 Corporate Finance ................................................................. 3 3,4
Accounting 303  Cost Management .................... 3 3,4
or
Accounting 401  Auditing ............................ 3 3,4

**FRAUD PREVENTION AND DETECTION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 347</td>
<td>Fraud Prevention and Detection Technologies</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 353</td>
<td>Fraud Prevention Techniques</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 354</td>
<td>Payment Systems and Fraud</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 365</td>
<td>Advanced Issues in Economic Crime...</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 444</td>
<td>Fraud and Compliance Operations</td>
<td>3 3,4</td>
</tr>
</tbody>
</table>

Concentration Elective: Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 313</td>
<td>Corruption and Organized Crime</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Criminal Justice 314</td>
<td>Modern Techniques in Criminal Investigation</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Economics 343</td>
<td>Money and Banking</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Risk Management and Insurance 273</td>
<td>Introduction to Risk Management and Insurance</td>
<td>3 3,4</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3 3,4</td>
</tr>
</tbody>
</table>

Total credit hours required for degree: 120

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree, and at least 60 credits of the 126 required must be in the liberal arts and sciences.

*Students wishing information about the criminal justice retention policy should consult with their academic adviser.*

**Major in Cybersecurity and Information Assurance**

*(Bachelor of Science Degree)*

The assurance of information during transmission or while in storage and the security of critical information infrastructures are a major responsibility of government and the private sector. Securing computers and computer networks, and conducting investigations of cybercrimes and forensic analysis of digital devices are principal methods of securing cyberspace. Through a multidisciplinary approach integrating criminology, criminal justice, economic crime, and computer science, students will be prepared for entry level positions either in cybercrime investigation and computer forensics or the security of information stored in or transmitted by computers and computer networks.

Utica College offers an on-ground undergraduate program in Cybersecurity; there is also an undergraduate online program for transfer students who have already earned an associate's degree. There is an online master's program in Cybersecurity. For more information on the master's program, consult the UC graduate catalog.

Total credit hours required for degree: 120
Learning Objectives

A student who completes the undergraduate major in Cybersecurity will demonstrate the following either orally or in writing:

- knowledge of the technologies and methods to protect the confidentiality ("disclosure threat"), integrity ("authentication threat") and availability ("denial of service threat") of information and the computers, systems and networks that create, process, store and communicate valued information;

- using case study method, the Ryan-Nichols Risk Management Equation and OCTAVE assessment methods; explore the nature and relationships qualitatively and quantitatively of risk, threats, impact, vulnerabilities and countermeasures applied to cybersecurity, computer forensics and information assurance;

- using case study method, apply problem solving techniques and Attack / Defense (A/D) scenarios to defend / respond to the critical cyber / information infrastructure threats;

- knowledge of contemporary organization, principles, and best practices that govern cybersecurity activities at the federal, state, and local level and in the private sector;

- plans for deployment of national assets into critical infrastructure sectors (CIS) and their protection against terrorist cyber threats – especially SCADA systems;

- development of relevant theoretical knowledge, employment of strategic and tactical skills, and demonstration of cooperative leadership in solving problems of cybersecurity, computer forensics, identity fraud, child pornography, cyber terrorism, cyber-stalking, computer crimes, etc.;

- synthesis of a broad-based knowledge of information assurance / security issues with government policies, procedures, laws and strategies;

- effective and innovative strategies for rapid, creative responses to cybersecurity threats on our nations’ and corporate computer systems, by using research skills, knowledge of Federal and state policies, procedures, best practices and creative teamwork to respond to simulated cyber-emergencies;

- preparation of “on-target” executive PowerPoint situation reports that focus on key cybersecurity issues and joint dependencies and vulnerabilities, and recommend required short- and long-term actions;

- using case study method, explore the nexus between cybersecurity, economic crime, identity fraud, drug trafficking, and combating terrorism;

- using case study method, discuss how ethical issues impact organizational and individual decision making in the cybersecurity field;

- understanding of information assurance, security policy; secure acquisitions, research and development; systems operations, vulnerability analysis, secure systems testing, triage and incident response, technology, procedures, insurance, training, and certification;

For forensics professionals, students will additionally demonstrate:

- knowledge of how to set up an investigator’s office and laboratory, and understanding of what computer forensic hardware and software tools are required;

- understanding of the importance of digital evidence controls and how to process crime and incident scenes;
• details of data acquisition, computer forensic analysis, e-mail investigations, image file recovery, cell phone forensics, investigative report writing, and expert witness requirements;
• effective performance of a range of laboratory and hands-on assignments about theory and practical application of computer forensic investigation;
• construction of a solid Computer Forensics Evidence Plan (CFEP), a fundamental component of preparing a legal case based on seized digital evidence.

**SPECIAL REQUIREMENTS**

Students in Cybersecurity and Information Assurance are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td></td>
</tr>
<tr>
<td>34 – 55</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Core**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td></td>
</tr>
<tr>
<td>3 – 4</td>
<td></td>
</tr>
</tbody>
</table>

- **General Education Core**
  - **Major Course Requirements**
    - Criminal Justice 107
    - Criminal Justice 333
    - Criminal Justice 335
    - Criminal Justice 461
    - Criminal Justice 470
    - Criminal Justice 475*

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td></td>
</tr>
<tr>
<td>3 - 6</td>
<td></td>
</tr>
</tbody>
</table>

*Only available to online students enrolled in the major or students with appropriate professional criminal justice work experience, with permission from the director of the program.

**Major-Related Requirements**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td></td>
</tr>
<tr>
<td>3 – 2</td>
<td></td>
</tr>
</tbody>
</table>

- **Major-Related Requirements**
  - Philosophy 108
  - Sociology 274
  - Mathematics 112
  - Psychology/Sociology 211
  - Economics 241
  - Mathematics 201
  - Government 341

**Credit Year Hours Taken**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td></td>
</tr>
<tr>
<td>18 – 27</td>
<td></td>
</tr>
</tbody>
</table>

*Required only of Information Assurance students.
***Required only of Cybercrime Investigation and Forensics students.*
Major Concentration

Each student must select one of the following concentrations:

**CYBERCRIME INVESTIGATION AND FORENSICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 101</td>
<td>Introduction to Criminal Justice Research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice 103</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 355</td>
<td>Cybercrime Investigations and Forensics I</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 356</td>
<td>Cybercrime Investigations and Forensics II</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 455</td>
<td>Cybercrime Investigations and Forensics III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

Select two of the following upon recommendation of adviser:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 303</td>
<td>Computer Organization and Programming</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 323</td>
<td>Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Justice 314</td>
<td>Modern Techniques of Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 328</td>
<td>Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 362</td>
<td>Information System Threats, Attacks and Defenses</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 345</td>
<td>Criminal Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 438</td>
<td>System Vulnerability Assessments</td>
<td>3</td>
</tr>
</tbody>
</table>

**INFORMATION ASSURANCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>Computer Science I</td>
<td></td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>Computer Science II</td>
<td></td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Discrete Mathematics I</td>
<td></td>
</tr>
<tr>
<td>Computer Science 316</td>
<td>Object-Oriented Programming</td>
<td></td>
</tr>
<tr>
<td>Computer Science 323</td>
<td>Introduction to Networks</td>
<td></td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

**Dentistry**

(See “Preparation for Graduate and Professional Schools” and “Joint Health Professions Programs.”)
## Major in Economics

*(Bachelor of Arts Degree)*

Economics is the science that studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one’s understanding of economic and political problems in the national and world economy. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

### Learning Objectives

*Graduates from this program will be able to:*

- demonstrate analytical and critical thinking skills.
- demonstrate effective oral communications skills.
- demonstrate effective written communications skills.
- demonstrate quantitative skills.
- demonstrate an awareness of the global business environment.
- demonstrate competence in the use of technology.
- identify and analyze legal and ethical issues in business.
- demonstrate content knowledge in the area of microeconomics.
- demonstrate content knowledge in the area of macroeconomics.
- complete a research project.

### Academic Requirements

*(See also General Education Core in the “Undergraduate Program” section of this catalog.)*

<table>
<thead>
<tr>
<th>Credit Year Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core</strong></td>
</tr>
</tbody>
</table>

### Major Course Requirements

*(Some of the following may be used to satisfy core requirements.)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 131</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Economics 332</td>
<td>Managerial Economics</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Economics 341</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>
Economics 343  Money and Banking  .................  3  3
Economics 448  Business and Economic Forecasting... 3  3,4
Economics 474  Economics Research Proposal....... 1  3,4
Economics 475  Research Project in Economics ...... 3  4
Economics electives  .................................. 9 – 15 3,4
                                              34 – 40

**Major-Related Requirements**

Accounting 201  Financial Accounting ................. 3  2
Accounting 202  Managerial Accounting ............... 3  2
Electives from Social Sciences  ......................... 9  2,3,4
Mathematics 143 & 144  Mathematical Analysis for  
                        Business and Economics I & II
or
Mathematics 201  Calculus I  .......................... 3 or 6  1,2
                                              18 or 21

**Electives**

The student must complete sufficient elective courses to earn at least the minimum 
credit hours required for this degree, and at least 90 credit hours of the 120 required 
must be in the liberal arts and sciences.

**Minor in Economics**

The minor in economics is designed to provide students with a basic under-
standing of economic concepts and processes. The capstone course gives students 
the opportunity to apply the tools of economics to an issue central to their majors. 
Although open to all, the minor is especially relevant for students in pre-law, govern-
ment, journalism, and psychology programs.

Total credit hours required for minor: 19

**Requirements:**

Economics 131  Principles of Microeconomics ........ 3
Economics 141  Principles of Macroeconomics ....... 3
Economics 241  Statistics  ............................. 3
Economics electives – 300 or 400  ...................... 6
Economics 474  Economics Research Proposal...... 1
Economics 475  Research Project in Economics .... 3
Education, Programs in*  
*(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and special education or adolescence and special education)*

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York state, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

**Learning Objectives**

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

**Early Childhood (Birth–Grade 2) Education**

Students pursuing the early childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):
• one year of college-level work in a language other than English
• at least 6 credits in each of the following fields: English, mathematics, science, and history
• one course in the fine arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education 201</td>
<td>Applied Educational Psychology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 302</td>
<td>Literacy and Comprehension: Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 215</td>
<td>Diversity, Disabilities, and Success</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 316</td>
<td>Social Studies/Literacy Methods: Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 344</td>
<td>Science and Technology Methods, Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 345</td>
<td>Mathematics Methods, Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology-Child Life 323</td>
<td>Early Intervention</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 321</td>
<td>Infancy and Childhood</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Psychology-Child Life 373</td>
<td>Play as Curriculum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 321</td>
<td>Foundations of American Education</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Education 471</td>
<td>Student Teaching Seminar</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Education 475</td>
<td>Student Teaching I</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Education 476</td>
<td>Student Teaching II</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>or Education 477</td>
<td>Mentored Internship I</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Education 478</td>
<td>Mentored Internship II</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: Students in the early childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 124 credits in order to meet this requirement for graduation. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

Childhood (Grades 1-6) Education

Students pursuing the childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):
• one year of college-level work in a language other than English
• at least 6 credits in each of the following fields: English, mathematics, science, and history
• one course in the fine arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education 201</td>
<td>Applied Educational Psychology</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 218</td>
<td>Curriculum &amp; Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 302</td>
<td>Literacy and Comprehension: Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 314</td>
<td>Children's Literature</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 215</td>
<td>Diversity, Disabilities, and Success</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 316</td>
<td>Social Studies/Literacy Methods, Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 321</td>
<td>Infancy &amp; Childhood</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 321</td>
<td>Foundations of American Education</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Education 344</td>
<td>Science and Technology Methods, Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 345</td>
<td>Mathematics Methods, Birth–Childhood</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 471</td>
<td>Student Teaching Seminar</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
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<tr>
<td>or Education 478</td>
<td>Mentored Internship II</td>
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<td>4</td>
</tr>
</tbody>
</table>

**NOTE:** Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 130 credits in order to meet this requirement for graduation. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

**Early Childhood/Childhood (Birth to Grade 6) Education Program**

Students pursuing the early childhood/childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood/childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):
- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history
- one course in the fine arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Year Taken</th>
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<td>Curriculum and Instruction</td>
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<td>Foundations of Literacy</td>
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<td>Education 344</td>
<td>Science &amp; Technology Methods, Birth–Childhood</td>
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<td>Education 345</td>
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<td>Infancy and Childhood</td>
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<td>Psychology-Child Life 323</td>
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NOTE: Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 133 credits in order to meet this requirement for graduation. Consult as early as possible with your adviser or with the chair of the Education Department to be sure that you fulfill this requirement.

**Childhood and Special Education (Grades 1-6) Program**

Students pursuing the Childhood and Special Education Program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the childhood/special education program (listed below), the students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):
- One year of college-level work in a language other than English
- At least 6 credits in each of the following fields: English, mathematics, science and history
- One course in the fine arts

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<th>Course</th>
<th>Title</th>
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<td>Curriculum and Instruction</td>
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<td>Foundations of Literacy</td>
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<td>Education 326</td>
<td>Methods in Childhood Special Education</td>
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<td>Education 328</td>
<td>Methods and Curriculum for Working with Students with Severe Disabilities</td>
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<td>Education 345</td>
<td>Mathematics Methods, Birth-Childhood</td>
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<tr>
<td>Psychology 321</td>
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<tr>
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<td>Student Teaching I</td>
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<td>Education 476</td>
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<td>Education 477</td>
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</table>

NOTE: Students in the childhood/special education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure they meet this requirement. Assuming that all other courses are liberal arts, students must complete at least 133 credits to meet this requirement.

Grades 7 – 9 Extension to Childhood Education

Students seeking an extension to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (Grade 1 – 6) must complete the appropriate major and must take the following courses in conjunction with the childhood education program.

- Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent, and a minimum of 21 credit hours in history.
Middle Childhood (Grades 5-9) Education Program

The program in middle childhood education requires that students select a major in the subject area which they plan to teach. The areas open to students at Utica College are English, mathematics, sciences (majors in biology, chemistry, or physics), the social sciences (majors in economics, history, government and politics, social studies, or sociology and anthropology), and business and distributive education (majors in management or computer science). Certification in business and distributive education also requires a year of work experience in addition to college course work. See the chair of the Education Department for further information.

In addition to the requirements in their majors and the courses in the middle childhood education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

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

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<th>Year Taken</th>
</tr>
</thead>
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<td>Education 303</td>
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<td>Education 312</td>
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<td>or Education 337</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
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<td>3</td>
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<tr>
<td>or Education 337</td>
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</tbody>
</table>
Adolescence Education (Grades 7 – 12)

The program in adolescence education requires that students select a major in the subject area that they plan to teach. The areas open to students at Utica College are English, foreign languages (French or Spanish) mathematics, sciences (majors in biology, chemistry, or physics), and the social sciences (majors in economics, history, government and politics, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the adolescence education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

- one year of college-level work in a language other than English
- Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent, and a minimum of 21 credit hours in history.
or
Education 334  Adolescent Social Studies Methods
or
Education 335  Adolescent Mathematics Methods
or
Education 337  Adolescent Science Methods .......... 3 3,4
or
Education 343  Adolescent Foreign Language Methods 3 3,4
Psychology 322  Adolescent Psychology ................. 3 2,3
Education 471  Student Teaching Seminar .............. 0 4
Education 475  Student Teaching I ..................... 6 4
Education 476  Student Teaching II .................... 6 4
or
Education 477  Mentored Internship I .................. 6 4
Education 478  Mentored Internship II .................. 6 4

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NOTE: Students completing the adolescence education program with majors in biology, chemistry, English, economics, history, mathematics, physics, government and politics, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Adolescence Education

Grades 7-12, Master of Science Degree (Dual Degree Program with BA in History)

This is a program of study for candidates who are admitted at the undergraduate level into the 5 Year Dual Degree BA History/MS Adolescence Education program. Candidates earn a bachelor's degree in History and obtain New York State initial/professional certification in adolescence education with their Master of Science degree. Candidates in this program produce a master's thesis based on original historical research. Students are admitted into the 5-year dual degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their sophomore year; a minimum GPA of 3.0 is required in years three, four, and five. For further information, see the Major in History.

Grade 5-6 Extension to Adolescence Education Program

Students seeking a certification extension to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (Grades 7-12) must complete the appropriate major and must take the following courses in conjunction with the adolescence education program.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Year Taken</th>
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<tbody>
<tr>
<td>Education 316 Social Studies/Literacy Methods, Birth-Childhood .................. 3 3</td>
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</tr>
<tr>
<td>Education 344 Science &amp; Technology Methods, Birth-Childhood ..................... 3 3</td>
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</table>
Adolescence Education and Students with Disabilities Grade 7-12 Generalist

This is a program of study for candidates who wish to seek dual certification in Adolescence Education and Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica College are English, mathematics, biology, chemistry, physics, economics, history, government and politics, sociology/anthropology.

In addition to the requirements of the Adolescence Education and Students with Disabilities Grade 7-12 Generalist Program listed below, students must fulfill the following requirements:

- Major in English, mathematics, Biology, chemistry, physics economics, history, government and politics, or sociology and anthropology
- 6 credit hours of study at the 200 level or above in each of the following is required: English, history, mathematics, sciences. Courses must have been completed within the last six years or may be taken in conjunction with the required courses shown below. Courses must show with a grade of B or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- 6 credit hours or the equivalent of study in a language other than English
- 3 credit hours in the fine arts
- Students seeking social studies certification must take both ECN 141: Principles of Macroeconomics and GOV 101: American National Government or the equivalent and a minimum of 21 credit hours in history.

<table>
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<tr>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Education 111 Introduction to Teaching .................. 1</td>
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<td>Education 201 Applied Educational Psychology ........ 3</td>
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<tr>
<td>Education 215 Diversity, Disabilities, and Success .... 3</td>
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<td>Education 30 Foundations of Literacy .................... 3</td>
</tr>
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<td>Education 303 Literacy and Comprehension: Middle-Adolescence .................. 3</td>
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<tr>
<td>Education 305 Foundations of Special Education .......... 3</td>
</tr>
<tr>
<td>Education 312 Practical Teaching Methodologies ....... 3</td>
</tr>
<tr>
<td>Education 321 Foundations of Education .................. 3</td>
</tr>
<tr>
<td>Education 325 Assessment of Children and Youth with Special Needs .................. 3</td>
</tr>
<tr>
<td>Education 327 Adolescence Special Education Methods 3</td>
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<tr>
<td>Education 328 Methods and Curriculum: Severe Disabilities 3</td>
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<tr>
<td>Education 333 Adolescent English/Language Arts Methods 3</td>
</tr>
<tr>
<td>or Education 334 Adolescent Social Studies Methods ... 3</td>
</tr>
<tr>
<td>or Education 335 Adolescent Mathematics Methods ....... 3</td>
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<td>or Education 337 Adolescent Science Methods ............ 3</td>
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</table>
Psychology 322  Adolescent Psychology .......................... 3

Student Teaching or Mentored Internship
Education 471  Student Teaching Seminar .......................... 0
Education 475  Student Teaching I .................................. 6
or
Education 577  Mentored Internship .................................. 6
Education  ................ Internship ................................. 6

Students with Disabilities, Grades 7-12 Subject Extensions
Candidates with a base certificate in SWD 7-12 generalist are eligible to be recommended for the extension title(s) at grade level 7-12 once they have successfully completed 18 semester hours of study or its equivalent in one or more of the following: earth science, biology, chemistry, physics, social studies, mathematics, English, Spanish, or French. For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Students with Disabilities Grade 7-12 Generalist
The program in Students with Disabilities Grade 7-12 Generalist requires that students select a major in an approved content area. The areas open to students at Utica College are English, liberal studies, mathematics, biology, chemistry, physics, foreign languages (French or Spanish), economics, history, government and politics, or sociology/anthropology.

In addition to the requirements of their major and the courses in the students with disabilities program listed below, students must fulfill the following requirements:

• Major in Liberal Studies with SWD Concentration
  AND
• Six (6) credit hours or the equivalent of study in a language other than English
  AND
• Three (3) credit hours in the fine arts
  OR
• Major in one of the following: English, mathematics, biology, chemistry, physics, foreign languages (French or Spanish), economics, history, government and politics, or sociology/anthropology.
  AND
• Six (6) credit hours of study in each of the following: English, history, mathematics, sciences. Courses used to meet this requirement must be approved by your education advisor or the Department Chair. Courses used to satisfy the Utica College core curriculum may NOT be used to satisfy these requirements.
  AND
• Six (6) credit hours or the equivalent of study in a language other than English
  AND
• Three (3) credit hours in the fine arts
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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Year Taken</th>
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**Teaching English to Speakers of Other Languages Education**

**(Birth – Grade 12)**

The program in teaching English to speakers of other languages is designed to prepare prospective teachers in the prekindergarten, elementary, and secondary grades. This program is open to English majors. In addition to the requirements of their major and the courses in the TESOL program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- two years of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history
- one course in the fine arts
## Programs of Study

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<th>Credits</th>
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<td>Education 312</td>
<td>Practical Teaching Methodologies</td>
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<td>Education 321</td>
<td>Foundations of American Education</td>
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<td>Education 333</td>
<td>Adolescent English/Language Arts Methods</td>
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<td>Adolescent Mathematics Methods</td>
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<td>Infancy and Childhood</td>
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</tr>
<tr>
<td>or Psychology 322</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology 101</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>or Sociology 252</td>
<td>Racial and Cultural Minorities</td>
<td>3</td>
</tr>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 316</td>
<td>Principles and Practice of ESL</td>
<td>3</td>
</tr>
<tr>
<td>English 317</td>
<td>ESL Through the Subject Areas</td>
<td>3</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology/English 351</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Education 471</td>
<td>Student Teaching Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Education 475</td>
<td>Student Teaching I</td>
<td>6</td>
</tr>
<tr>
<td>Education 476</td>
<td>Student Teaching II</td>
<td>6</td>
</tr>
<tr>
<td>or Education 477</td>
<td>Mentored Internship I</td>
<td>6</td>
</tr>
<tr>
<td>Education 478</td>
<td>Mentored Internship II</td>
<td>6</td>
</tr>
</tbody>
</table>

NOTE: Students in the TESOL program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

### BS to MS Program: MS in Education, Certifications in Health Education and Physical Education (dual degree program with Wellness and Education)

Teacher Education Track - This is a program of study for candidates seeking the New York State certification to teach health education and physical education, to coach, or to seek employment in adventure education, sports, recreation, and community health and wellness careers. This program is offered at the undergraduate and graduate levels. Students will be admitted into the dual degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in years 4 and 5. Students must earn a C or better in BIO 103. For more information, please see the Catalog entry under Wellness and Adventure Education/Health and Physical Education BS to MS listed after the BS in Wellness and Education.
Business and Marketing Education

The program in business and marketing education is open to students who major in management with a concentration in marketing management.

In addition to the requirements in their major and the courses in the business and marketing education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history.
- one course in the fine arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education 201</td>
<td>Applied Educational Psychology</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 215</td>
<td>Diversity, Disabilities, and Success</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education 312</td>
<td>Practical Teaching Methodologies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education 321</td>
<td>Foundations of American Education</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Education 338</td>
<td>Business and Marketing Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 321</td>
<td>Infancy and Childhood</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Psychology 322</td>
<td>Adolescent Psychology</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Education 471</td>
<td>Student Teaching Seminar</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Education 475</td>
<td>Student Teaching I</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Education 476</td>
<td>Student Teaching II</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>or Education 477</td>
<td>Mentored Internship I</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Education 478</td>
<td>Mentored Internship II</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

37

NOTE: Students completing majors in business and management must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser or with the director of teacher education to be sure that they fulfill this requirement.

*According to figures from the New York State Education Department, in the 2010-2011 academic year, a total of 263 undergraduate students and 124 graduate students were enrolled in the program. Of 65 eligible provisional certificate program completers, 65 (100 percent) took the Professional Knowledge/Pedagogy NYSTCE Assessment of Teaching Skills, with 62 (95 percent) passing, and 53 (82 percent) took the NYSTCE Liberal Arts and Sciences Test or both the NTE (Praxis II) Communications Skills Test and General Knowledge Test, with 51 (96 percent) passing. The average number of supervised student teaching hours required is 490 with a faculty-student ratio in the student teaching practice of 1:6.

Engineering

(See Physics)
Major in English
(Bachelor of Arts Degree)

English majors study the great heritage of the English-speaking peoples in a comprehensive and varied program that includes literature, the history and structure of the English language, and various aspects of writing. Students develop an understanding of the relationship between English and the diverse cultural traditions around the world through the study of ancient and modern foreign literatures in translation. They gain cultural understanding, communication skills, and experience in scholarship, and are therefore prepared to teach, do graduate work, or enter any occupation that requires critical thinking, good writing, and a broad perspective.

Detailed advising guides (available from any member of the department faculty or in the School of Arts and Sciences Office) help students select from the options in the major requirements to prepare themselves for careers in business, civil service, law, or publishing, for graduate work in English language, English as a second language, literature, or writing.

Students planning to be certified in K-12 teaching will take elective courses that will strengthen their expertise in their content area of specialization. Prospective childhood education teachers will be advised to take ENG 303 when possible.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the English Major should be able to:
- analyze and write about texts using the correct conventions;
- demonstrate an appreciation of and an understanding of literature from a variety of times and cultures based on a close reading of the text, and articulate their similarities and differences;
- demonstrate understanding of the conventions of the different genres;
- recognize and demonstrate an understanding of the authorial choices made by writers in the process of creation.

Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
</tr>
</tbody>
</table>

General Education Core

Major Course Requirements

British Literature

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

English 245

Major Figures in English Literature Through the 18th Century

English 246

Major Figures in English Literature Since the 18th Century
American Literature
English 295  American Literature to 1865 .......... 3
English 296  American Literature
             Since the Civil War .............. 3
World Literature
Literature 205  World Literature to 1650 .......... 3
Literature 206  World Literature
             From 1650 to the Present .......... 3

Linguistics Requirement: 3 credits total
English 311  Modern English Grammar
English 318  Introduction to Linguistics
 or
English 408  History of the English Language ..... 3

Writing Requirement: 3 credits total
English 304  Advanced Composition
English 307  Beginning Creative Writing
English 308  Creative Nonfiction
 or
English 315  Writing in the Professions .......... 3

Shakespeare Requirement: 3 credits
English 367  Shakespearean Drama .............. 3

Electives
15 credits

Students are required to take five elective courses: one 300-/400- level course in each of three areas (American literature, British literature, and World literature); and two additional 300-/400-level ENG or LIT courses in areas of their choosing.

NOTE: Students enrolled in the program in education must obtain a favorable recommendation from the English Department faculty prior to being approved for student teaching placements in addition to meeting any separate requirements established by the Education Department. Those students most likely to receive a favorable departmental recommendation will have maintained an overall GPA of 3.0 (4.0 scale) in required major and major-related courses. Detailed guidelines outlining recommendation standards are available in the School of Arts and Sciences office.
Minor in English Language

The minor in English language is designed to provide an added area of competency for students majoring in disciplines other than English and is not open to English majors. It entails the study of language theory and structure and offers the opportunity for practical application of theoretical concepts. While the minor is offered under the auspices of the School of Arts and Sciences, it includes language-related courses offered in other schools as course options.

Because many professions require an understanding and effective use of language, this minor will be helpful to students preparing for various careers, both in terms of increasing their linguistic competence and in gaining employment. Students interested in minoring in English language should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>English 408</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

One or two of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245</td>
<td>Major Figures in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 303</td>
<td>Perspectives on Traditional Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 316</td>
<td>Principles and Practices of ESL</td>
<td>3</td>
</tr>
<tr>
<td>English 317</td>
<td>ESL through the Subject Areas</td>
<td>3</td>
</tr>
<tr>
<td>English 335</td>
<td>Literature of the Tudor Period</td>
<td>3</td>
</tr>
<tr>
<td>English 336</td>
<td>Literature of the Early Stuart Period</td>
<td>3</td>
</tr>
<tr>
<td>English 345</td>
<td>Restoration and Eighteenth Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications 235</td>
<td>Introduction to Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Journalism 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 304</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 313</td>
<td>American Social Dialects</td>
<td>3</td>
</tr>
<tr>
<td>English 315</td>
<td>Writing in the Professions</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology/English 351</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-21</td>
</tr>
</tbody>
</table>
Minor in Film Studies

The minor in film studies is designed to enhance students' understanding of film as an art form and as an embodiment of cultural developments. In an age when we are bombarded with information, in-depth study of the cinema is an appropriate means of enhancing our visual and cultural literacy.

The minor in film studies will be of use to those who are interested in studying film at the graduate level and those in such fields as communications, teaching, English, the fine arts, public relations, journalism, and history.

Total credit hours required for minor: 15

Required Courses

<table>
<thead>
<tr>
<th>Film 201</th>
<th>The Language of Film</th>
<th>3</th>
</tr>
</thead>
</table>

Choose twelve credits from the following:

<table>
<thead>
<tr>
<th>Film 300</th>
<th>Film Genres</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 301</td>
<td>Film and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Film 303</td>
<td>Blacks and Film</td>
<td>3</td>
</tr>
<tr>
<td>Film 304</td>
<td>Women and Film</td>
<td>3</td>
</tr>
<tr>
<td>Film 310</td>
<td>The Motion Picture (may be taken up to three times)</td>
<td>1</td>
</tr>
<tr>
<td>Film 311</td>
<td>Spanish &amp; Latin American Film</td>
<td>3</td>
</tr>
<tr>
<td>Film 400</td>
<td>Topics in Film Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate in Financial Crimes Investigation

The purpose of this program is to provide course content focused on those topics essential to preparation for a career in the investigation of financial crimes. The program is designed specifically for individuals employed in law enforcement positions or in private sector industries impacted by financial crime. (Students who already are matriculated in a degree program are not eligible for the certificate.) The undergraduate Certificate in Financial Crimes Investigation is offered only online.

Total credit hours required for the certificate: 18

Required Courses

<table>
<thead>
<tr>
<th>Criminal Justice 334</th>
<th>Economic Crime Investigation</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 343</td>
<td>Law of Economic Crime</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 347</td>
<td>Fraud Prevention and Detection Technologies</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 354</td>
<td>Payment Systems and Fraud</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 365</td>
<td>Advanced Issues in Economic Crime</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 406</td>
<td>Forensic Accounting and Fraud Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

18
Major in Foreign Language  
*(Bachelor of Arts Degree)*

The focus of this major is to master a foreign language and learn to apply it to an occupation, a field of study, or other life interests. Students will develop an understanding of the grammar, literature and culture of their primary language through both classroom study and a foreign studies experience. The Senior Research Project will combine the primary language with courses in a Major Related Sequence (such as Sociology or Human Rights Advocacy) acquiring the background knowledge and vocabulary in the primary language with which to work successfully in these fields.

This major is designed to meet the needs of those students intending to interact with a non-English speaking population, be it in business and management, education, social services, journalism, law, travel and tourism, and other fields that require language skills. This program is also appropriate for students interested in education and teaching foreign languages. Furthermore, the knowledge of other languages is a positive attribute for those students who will pursue a graduate degree.

Total credit hours required for degree: 120 credit hours

**Learning Objectives**

- For Majors and Minors: Students will demonstrate linguistic competency in a language other than English.
- For Majors and Minors: Students will demonstrate an understanding of the culture, literary and visual arts and history and heritage of the societies related to the target language.
- Goal 3: For Majors: Students will demonstrate the ability to acquire, organize, present and document ideas and information in a Senior Research Project.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>34 – 55</td>
</tr>
</tbody>
</table>

**General Education Core**

Major Course Requirements

At least 27 credits beyond the 202-level must be taken in the primary language. Prior competency in this language must be demonstrated before students are enrolled in courses beyond Language 202.

At least 12 of the 300- and 400-level credits must be taken abroad in a program approved by the language faculty in conjunction with the Director of International Programs. These 12 credits will usually include, but are not limited to, conversation, literature, grammar, and culture and civilization courses; the actual course work will vary with the study abroad program. Students should begin working early with their advisors and with the Office of International Programs to plan for the overseas experience, including the likelihood of additional expense associated with travel.
<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language 101 and 102 **</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Primary Language 201 and 202 **</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Culture/Civilization***</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Conversation***</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Literature***</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Advanced Grammar or Composition***</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Electives at the 300- or 400-level. (If a topics course, may be repeated if the topic is different.)</td>
<td>9</td>
<td>3,4</td>
</tr>
<tr>
<td>One course in translation, or an additional 300- or 400-level elective</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Language 490</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

**Major Related Courses (either track). Cultural Sensitivity**

Students must complete either Track A or Track B.

**Track A**
- Anthropology/English 351 Language and Culture............ 3,4
- Sociology 252 Racial and Cultural Minorities .............. 3
- Communications 325 Intercultural Communications
- Communications 341 Organizational Communications ....... 3

**Track B:**
Students may fulfill the cultural sensitivity requirements by passing the 101/102 sections of a language which is not their main language in the foreign language major and that they have never studied before. The classes must be taken at Utica College.
- Secondary Foreign Language 101 ............ 3
- Secondary Language 102 .............. 3

The requirement can be satisfied with ARA 101/ARA 102; CHI 101/CHI 102; JAP 101/JAP 102; GER 101/GER 102; FRE 101/FRE 102; ITA 101/ITA 102; SPA 101/SPA 102; LAT 101/LAT 102.
Major Related Sequence

A sequence of courses in another field or combination of fields, as guided by the adviser, designed to complement the major courses. Content from the major related sequence will be integrated into the Senior Research Project.

- The requirement for those students interested in the teaching certificate is 30 credit hours in the foreign language of their choice.
- It is anticipated that most incoming Foreign Language Majors will already have already completed the equivalent of Elementary I [101] and II [102] of their primary language, and possibly Intermediate I [201] and Intermediate II [202].
- Or comparable courses in the primary language as approved by the department.

Minor in French

French is of particular interest to those studying the civilizations and current affairs of Canada, Europe, and Africa. For its cultural and practical value, the study of French generally is recommended to all prospective graduate students and to students in certain career and liberal arts areas (e.g., international business, international studies, philosophy, government and politics, and education).

Total credit hours required for minor: 15
Prerequisite: French 202 or equivalent.

Required Courses

Select five courses from the following:

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 237</td>
</tr>
<tr>
<td>French 288</td>
</tr>
<tr>
<td>French 300</td>
</tr>
<tr>
<td>French 311</td>
</tr>
<tr>
<td>French 327</td>
</tr>
<tr>
<td>French 337</td>
</tr>
<tr>
<td>French 347</td>
</tr>
<tr>
<td>French 388</td>
</tr>
<tr>
<td>French 490</td>
</tr>
</tbody>
</table>

Or four courses from the above and one from the following Related Requirements (taught in English)*

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology/English 351 Language and Culture.</td>
</tr>
<tr>
<td>English 318 Introduction to Linguistics</td>
</tr>
<tr>
<td>History 266 Modern Europe</td>
</tr>
<tr>
<td>Government and Politics 271 European Politics</td>
</tr>
</tbody>
</table>

*Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.
Minor in Gender Studies

The minor in gender studies is designed to enable students to develop a critical awareness of socially formed gender patterns.

From birth, females and males internalize assumptions about gender roles. This often results in both sexes consciously or unconsciously limiting their views of themselves and each other. The minor in gender studies consists of an interdisciplinary investigation of gender-related issues and research. Learning to apply standards of critical thought to the inevitable emotional content of gender studies may enable men and women to live and work together more successfully with greater mutual respect and understanding.

As a part of social studies, the gender studies minor is under the administrative oversight of the coordinator of social sciences who acts as student adviser. The Gender Studies Committee, in turn, consists of at least one faculty member from each school of the College and at least two students.

Total credit hours required for minor: 18
At least 9 credit hours must be at the 300 level or above.

Required Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 257 Introduction to Gender and Sexuality 3</td>
</tr>
<tr>
<td>Sociology/Anthropology 423 Senior Seminar 3</td>
</tr>
</tbody>
</table>

Electives

Choose 12 credits from the following and at least one course from each category.

Gender in Health and Human Development

Anthropology 101 Introduction to Anthropology
Anthropology 375 Culture and Personality
Anthropology 415 Cultures, Health, and Healing
Anthropology 475 Anthropology of Aging
Biology 112 Human Sexuality
Film Studies 304 Women and Film
Health Studies 113 Understanding Alcoholism, Chemical Dependency, and Mental Health
Health Studies 245 Human Development Process
Health Studies 309 Medical Conditions & Implications
Psychology 322 Adolescence
Gerontology 505 Culture, Gender and Aging
Sociology 435 Health and Gender

Gender in Social Context

Anthropology 243 Caribbean Peoples and Cultures
Anthropology 251 Native American Culture and History
Anthropology 297 Peoples and Cultures
Anthropology 351/ English 351 Language and Culture
Major in Geoscience

(Bachelor of Science degree or Bachelor of Arts degree)

Geoscience is a broad, interdisciplinary field comprising geology as well as aspects of ocean science, atmospheric science, planetary science, and environmental science. Utica College offers both B.S. and B.A. degrees in Geoscience. The B.S. affords greater depth in geoscience and the other physical sciences and is designed to prepare students to work in applied earth and environmental science or pursue graduate studies in geoscience or related disciplines. Those interested in a program in earth and environmental science designed to provide substantial breadth in science preparation by also including coursework in biology, environmental issues, and astronomy may elect to pursue the B.A. Each degree is also appropriate for teaching secondary earth science. Students interested in teaching should see also the Programs in Education.

Learning Objectives

BA Students will:

- Be able to explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence. In addition be aware of aspects of Plate Tectonic Theory about which there is uncertainty and/or disagreement.
- Be able to explain how earth processes and materials impact human society, and how activities of human society impact the earth and environment. Be able to describe several examples of each, including some that are interdisciplinary in nature.
- Be able to explain what historical science is as well as why it is performed. Understand how modern day processes can be used to reconstruct the processes and events of Earths’ deep past and its evolution over periods of time.
BS Students will:
- Be able to explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence. In addition, be aware of and be able to describe aspects of Plate Tectonic Theory about which there is uncertainty and/or disagreement.
- Be able to explain how earth processes and materials impact human society, and how activities of human society impact the earth and environment. Be able to describe several examples of each - and explain them in detail.
- Be able to explain what historical science is and why it is performed. Understand how modern day processes can be used to reconstruct the processes and events of Earth's past including, but not limited to, utilizing experimental data obtained under a wide range of temperature, pressure, and fluid compositions that are then compared to ancient rocks.
- Be able to describe and explain the limitations of several different methods used to perform historical science, and understand and be able to explain how and why multiple approaches are used simultaneously.

ACADEMIC REQUIREMENTS
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Education Core .................................. 34 – 55

Major Course Requirements ............................ 29

Foundations of Geoscience:
- Geology 115 Introduction to Oceanography .......... 3 1,2
- Geology 225 Physical Geology ....................... 4 1,2
- Geology 226 Historical Geology ..................... 4 1,2
- Geology 325 Mineralogy .............................. 4 2,3
- Geology 373 Sedimentology and Stratigraphy ....... 4 3,4
- Geology 398 Structural Geology and Tectonics ..... 4 3,4
- Geology 410 Geoscience Seminar .................... 2 3,4

One of the following:
- Geology 313 Introduction to Paleobiology .......... 4 2,3
- Geology 323 Hydrology and Society .................. 4 2,3
- Geology 333 Weather and Climate .................... 4 3,4
Major Related Course Requirements ............... 11
Chemistry 211 General Chemistry I ................. 4 1,2
Mathematics 112 Basic Statistics ..................... 3 1,2
Physics 151 or 261 General Physics I or Physics I\(^2\) .... 4 2,3

Additional Course Requirements

B.S. in Geoscience ........................................ 27-29
Chemistry 212 General Chemistry II ................. 4 2,3
Geology 326 Petrology ..................................... 4 2,3
Mathematics 201 Calculus I ............................. 3 2,3
Mathematics 202 Calculus II ............................ 3 2,3
Physics 152 or 262 General Physics II or Physics I\(^2\) .... 4 3,4
Electives in CHE, ENV, GOL, MAT, or PHY at or above 300-level . . 6-8 3,4
Capstone Experience in Geoscience – select one of the following:
Geology 450 Research in Geoscience ................. 3 4
Geology 460 Field Experience in Geoscience .......... 3 4
Geology 470 Internship in Geoscience ............... 3 4

B.A. in Geoscience .......................................... 10
Biology 211 General Biology I .......................... 4 1,2
Environmental Science 201 Introduction to Environmental Issues . 3 1,2
Physics 116 Astronomy: A Study of the Universe . . 3 1,2

NOTES:
\(^1\)Some students may develop an interest in geoscience while taking GOL 105 for Core. In such instances, students may substitute GOL 105 for GOL 225 by also successfully completing GOL 225 Lab while registered for 1 credit of GOL 390.
\(^2\)For students interested in continuing on to graduate studies in earth and environmental science, the calculus-based physics courses PHY 261 and 262 are highly recommended. These require MAT 201, Calculus I and MAT 202, Calculus II.

Minor in Geoscience

A competence in geology and the other earth sciences may enhance the career possibilities of primary and secondary school teachers and individuals pursuing graduate opportunities or employment in other science fields, such as chemistry, biology and physics. The Geoscience Minor is also appropriate for majors in economics, politics, anthropology/sociology who anticipate careers in government or industry that will involve issues of public policy concerning the environment.

Minimum credit hours required for minor: 18-20 (at least 9 at or above 300-level).

Minor Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology 225*</td>
<td>4</td>
</tr>
<tr>
<td>Geology 226</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
Remaining credits (10-12 total; minimum of 9 at or above 300-level) to be selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology 115</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>Geology 313</td>
<td>Introduction to Paleobiology</td>
<td>4</td>
</tr>
<tr>
<td>Geology 323</td>
<td>Hydrology &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>Geology 325</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>Geology 326</td>
<td>Petrology</td>
<td>4</td>
</tr>
<tr>
<td>Geology 333</td>
<td>Weather &amp; Climate</td>
<td>4</td>
</tr>
<tr>
<td>Geology 343</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>Geology 373</td>
<td>Sedimentology &amp; Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>Geology 390</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>Geology 398</td>
<td>Structural Geology and Tectonics</td>
<td>4</td>
</tr>
<tr>
<td>Geology 405</td>
<td>Earth System Science</td>
<td>3</td>
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<tr>
<td>Geology 410</td>
<td>Geoscience Seminar and Current Topics</td>
<td>1</td>
</tr>
<tr>
<td>Geology 450</td>
<td>Research in Geoscience</td>
<td>4</td>
</tr>
<tr>
<td>Geology 460</td>
<td>Field Experience in Geoscience</td>
<td>4</td>
</tr>
<tr>
<td>Geology 470</td>
<td>Internship in Geoscience</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science 201</td>
<td>Introduction to Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>Physics 116</td>
<td>Principles of Astronomy: A Study of the Universe</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Philosophy of Science and Technology 126</td>
<td>Rise of Modern Science</td>
<td>3</td>
</tr>
<tr>
<td>Biology 329</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 405</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

10-12

*Some students first develop an interest in Geosciences while taking GOL 105 (Society, Earth and the Environment). Considerable overlap in course content exists between GOL 105 and GOL 225, so credit toward the minor will not be given for both GOL 105 and GOL 225.

**Major in Government and Politics**

*(Bachelor of Arts Degree)*

Government and politics studies the processes, principles, and structure of power and authority. Governmental and legal systems and informal political structures and their relationship to various cultures are examined. Decision-making and the way in which society chooses social goals and allocates its resources are studied. This major is designed to meet the needs of those whose field of interest is government and politics and those who want a career as a social science teacher at the secondary school level or as an elementary school teacher. It is an appropriate major for careers in government service, law, and other positions which require an understanding of governmental policy and procedure.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120
LEARNING OBJECTIVES

Students will demonstrate:

• an understanding of the theoretical and practical workings of American government, international relations, and comparative politics.
• the ability to collect, analyze, and critique information.
• the ability to understand and accommodate diverse political ideas.
• the ability to formulate effective written and oral arguments.
• an appreciation of civic responsibility through practical experience.

ACADEMIC REQUIREMENTS

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

Credit Year
Hours Taken

General Education Core ......................... 34 – 55
(Note: Some major concentration requirements have prerequisites which
also can be taken to satisfy core. See your adviser.)

Major Course Requirements ..................... 40-52

Government and Politics 101 Introduction to Politics and
American Government ......................... 3
Government and Politics 203 Introduction to Comparative Politics . 3
Government and Politics 261 International Relations .................. 3
Government and Politics 281 Political Ideas and Ideologies .......... 3

12
*It is recommended that majors also take PSY/SOC 211 Statistics for the Social Sciences and ECN 141 Principles of Macroeconomics as part of core.

Senior Seminar and Theses

Take one:
Government and Politics 435, 464 or other approved seminars ....... 3
and
Government and Politics 410 Research Proposal ................. 1

4

Electives

Majors will take seven (7) elective courses, a minimum of two courses, in each of the subfields .................................................... 21

American Government and Politics ... 2
Law .................................................. 2
International and Comparative Politics 2

*Note: All majors must take at least 18 credits at or above the 300-level.
Internships (3-15 credits)

All majors take an internship appropriate to their academic and/or career interests.

Government and Politics 470 Internship in Government and Politics 3-15

Students must maintain an overall GPA of 2.75, have no grade less than 2.0 in required courses, and receive a favorable recommendation from their academic adviser in order to partake in an internship. Students whose grades fall below this level, or who receive unfavorable recommendations, must take at least one 3 credit course at the 300-level or higher.

Required Courses

Government and Politics 101 Introduction to Politics and American Government
Government and Politics 203 Comparative Politics
Government and Politics 261 International Relations
Government and Politics 281 Political Ideas and Ideologies

American Government and Politics

Government and Politics 212 American Political Parties and Elections
Government and Politics 215 Public Opinion and Political Behavior
Government and Politics 221 State and Local Government
Government and Politics 235 Civil Rights, Public Policy, and Social Change
Government and Politics 251 Congress and the Legislative Process
Government and Politics 313 Campaign Management
Government and Politics 332 Public Administration
Government and Politics 333 American Public Policy
Government and Politics 382 American Political Concepts
Government and Politics 435 Political Leadership and the American Presidency

Law

Government and Politics 242 Jurisprudence and the American Legal System
Government and Politics 341 Jurisprudence of Criminal Law
Government and Politics 345 Constitutional Law in the Government Process
Government and Politics 346/546 Civil Liberties
Government and Politics 364/564 International Law
Government and Politics 366/566 International Criminal Law

International and Comparative Politics

Government and Politics 363/563 International Organizations
Government and Politics 365W American Foreign Policy
Government and Politics 368 International Political Economy
Government and Politics 371 European Politics
Government and Politics 372 Modern Russia
Government and Politics 373 African Politics
Government and Politics 374 Latin American Politics
Government and Politics 375 Political Change in Developing Nations
Other
Government and Politics 300 Select Topics in Government and Politics
Government and Politics 400 Select Topics in Government and Politics
Government and Politics 410 Government and Politics Thesis Research Proposal
Government and Politics 470 Internship in Government and Politics
Government and Politics 490 Independent Study

Human Rights
Human Rights Advocacy 200 Selected Topics in Human Rights
Government and Politics/
    Human Rights Advocacy 211 Introduction to Human Rights
Government and Politics/
    Human Rights Advocacy 464/664 International Protection of Human Rights

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Minor in Government
The minor in government is designed to provide a focused and in-depth examination of the institutions and processes of American government. It will enable students in those majors where knowledge of, and interaction with, government is essential to develop additional competency. It especially is appropriate for majors in accounting, business, construction management, criminal justice, economics, international studies, journalism, and public relations.

    Total credit hours required for minor: 18

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 101 Introduction to Politics and American Government</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 212 American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 251 Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 332 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 345 Constitutional Law and the Governmental Process</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Government and Politics 346 Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 333 American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

18
Major in Health Studies  
*(Bachelor of Science Degree)*

The major in health studies is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure. For more information about the health studies program, contact Mary Siniscarco at (315) 792-3196.

Physical Therapy

Students who have been accepted as freshmen into the direct entry program (HSPT OR HSP4) need to complete the following: Aging Studies 214; Anthropology 415; Biology 101; Biology 102; Chemistry 211; Chemistry 263; Health Studies 101; Health Studies 245; Health Studies 401; Health Studies 445; Philosophy 107 or 108; Physics 151; Physics 152; Psychology 101; Psychology 211; Psychology 237; Psychology 372 or 374; and Sociology 307. Students must earn a grade of B or better in each of the science courses and attain a science GPA and a cumulative GPA of 3.0 or better in order to continue into the graduate DPT program. In order to maintain one's status as a Health Studies Physical Therapy major, the cumulative GPA of 3.0 must be met by the end of the fall semester, sophomore year. Students who fail to earn a grade of B or better in a required science course may repeat that course to earn a satisfactory grade. However, a student may repeat no more than two science courses and any science course may be repeated only once. Should a student fail to meet these requirements, their major coding will change to Health Studies with no guarantee of acceptance into the graduate DPT program. The student is welcome to re-apply at a later date if all admission requirements have been met. Please see Graduate Degree Programs in this section of the catalog for additional information.

Students who are not accepted as freshmen into the direct entry program (HSPT or HSP4) must complete their undergraduate degree. In addition, the following courses are required prerequisites for admission consideration:

- Aging Studies 214
- Biology 101
- Biology 102
- Chemistry 211
- Chemistry 212 or 263
- Physics 151 and 152
- Three Psychology courses
- PSY 211 or SOC 211

Students must earn a grade of B or better in each of the science courses and attain a science GPA and cumulative GPA of 3.0 in order to be considered for admission.

Occupational Therapy

Students admitted into the HS-OT program must complete the following courses with a grade of C or better prior to the end of their junior year: Anthropology 101 or Sociology 151, Anthropology 415. Biology 101, Biology 102, Biology 201, Biology 202, Aging 101 or Biology 214, Health Studies 101, Health Studies 245 or Psychology 223, Health Studies 309, Health Studies 381, Health Studies 401, Health Studies 445, Math 112 or Psychology 211, Philosophy 107 or Philosophy 108, Psychology 101, and Psychology 361. In order to continue into the OT course work as seniors, students must have an overall GPA of 3.0 or better by January of their junior year. In addition, a total of 25 hours of observation with an OT in at least two different settings must
be completed. Students may apply to the HSOT program as incoming freshmen or as transfers following three semesters of college work with a GPA of 3.0 or better.

Students interested in applying to the MS-OT program with a completed BS-Health Studies degree must complete all prerequisite courses (with a grade of C or better) prior to application into the occupational therapy program. Prerequisite courses include: Anthropology 101 or Sociology 151, Anthropology 415, Biology 101, Biology 102, Biology 201 or Biology 202, Health Studies 245 or Psychology 223, Health Studies 309, Health Studies 381, Health Studies 445, Math 112 or Psychology 211, Philosophy 107 or Philosophy 108, Psychology 101, and Psychology 361. In order to meet the admission requirements of the graduate OT program, students must have an overall GPA of 3.0 or better by January of their senior year. In addition, a total of 25 hours of observation with an OT in at least two different settings must be completed. Those students intending to apply as graduate students with a completed health studies degree should refer to the graduate catalog for application criteria and procedures.

Health studies students interested in occupational therapy must meet with the chair of the occupational therapy program for specific advising as early in their academic career as possible.

Total credit hours required for degree: 120

**Learning Objectives**

*Graduates will:*

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary health care roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the life span to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.
- Identify key components of professional ethics and behaviors of health practitioners.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
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</tbody>
</table>
### Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Studies 101</td>
<td>Introduction to Aging</td>
<td>3</td>
<td>1,2,3</td>
</tr>
<tr>
<td>或</td>
<td>Biology of Aging</td>
<td>3</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Anthropology 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>或</td>
<td>Human Society</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Sociology 151</td>
<td>Anthropology 415 Cultures, Health, Healing</td>
<td>3</td>
<td>2,3,4</td>
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<tr>
<td>Biology 101</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td>1,2,3</td>
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<tr>
<td>Biology 102</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td>1,2,3</td>
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<td>Health Studies 245</td>
<td>Human Development Across the Lifespan</td>
<td></td>
<td></td>
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<tr>
<td>或</td>
<td>Psychology 223 Life Span Developmental Psychology</td>
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<tr>
<td>Health Studies 101</td>
<td>Introduction to Health Professions</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Health Studies 401</td>
<td>Senior Seminar</td>
<td>3</td>
<td>3, 4</td>
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<tr>
<td>Philosophy 107</td>
<td>Ethics</td>
<td>3</td>
<td></td>
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<tr>
<td>或</td>
<td>Philosophy 108 Professional Ethics</td>
<td>3</td>
<td>1,2,3</td>
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<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
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<td>1,2,3</td>
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### Major Electives

<table>
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<th>Semesters</th>
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<td>Group Dynamics</td>
<td>3</td>
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<tr>
<td>Psychology 237</td>
<td>Principles of Behavior Change</td>
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<td>Psychology 256</td>
<td>Abnormal Psychology</td>
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<tr>
<td>Psychology 361</td>
<td>The Counseling and Interviewing Process</td>
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<tr>
<td>或</td>
<td>The Helping Relationship</td>
<td>3</td>
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<tr>
<td>Psychology 372</td>
<td>Medical Conditions and Implications</td>
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<tr>
<td>或</td>
<td>Healthcare System</td>
<td>3</td>
<td></td>
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<tr>
<td>Health Studies 309</td>
<td>Sociology 307 Social Science Research Methods</td>
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<tr>
<td>或</td>
<td>Health Studies 445 Clinical Research</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Psychology 312</td>
<td>Introduction to Experimental Methods in Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>或</td>
<td>Sociology 312 Social Science Research Methods</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Five from the following: ........................................ 15 – 20 2,3,4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Aging Studies 300</td>
<td>Special Topics in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Aging Studies 315</td>
<td>Aging and Intellectual/Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Aging Studies 411</td>
<td>Aging and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Biology 201 (Lab)</td>
<td>Gross Anatomy (OT)</td>
<td>4</td>
</tr>
<tr>
<td>Biology 202 (Lab)</td>
<td>Neuroanatomy and Neurophysiology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 205</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Biology 208</td>
<td>Pharmacology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 211 (Lab)</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 263 (Lab)</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Health Studies 113</td>
<td>Understanding Alcoholism, Chemical Dependency and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 331</td>
<td>Adapted Sports</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 337</td>
<td>Care of the Human Spirit</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 354</td>
<td>Healthcare Topics Media</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 381</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 400</td>
<td>Contemporary Topics in Healthcare</td>
<td>3</td>
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<tr>
<td>ENG 547</td>
<td>Narratives of Disability</td>
<td>3</td>
</tr>
<tr>
<td>Physics 151 (Lab)</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>Physics 152 (Lab)</td>
<td>General Physics II</td>
<td>4</td>
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<tr>
<td>Child Life 323</td>
<td>Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Child Life 375</td>
<td>Death, Dying, Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 276</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 315</td>
<td>Leisure, Health, Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete up to 18 credit hours at the 300 level or above. Undergraduate students can utilize 500 level courses towards the 300-400 level requirement during their senior year as an undergraduate student. For undergraduates 500-level courses are used toward the 120-credit hour undergraduate Health Studies degree, and never appear on a graduate transcript. These courses, are, therefore, considered undergraduate courses for these students, and can be counted toward the 18 credits at the 300-level or above. All 600-level courses are considered to be graduate courses only, and can NOT be used toward the above requirement.
Major in Health Studies – Human Behavior

*(Bachelor of Science Degree)*

The major in health studies with a concentration in human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues from a behavioral perspective in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

**Learning Objectives**

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary health care roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the life span to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.
- Identify key components of professional ethics and behaviors of health practitioners.

**Academic Requirements**

*(See also General Education Core in the “Undergraduate Program” section of this catalog.)*

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>
### Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 307*</td>
<td>Bureaucracy and Culture: U.S. Health Care System</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Human Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aging Studies 101*</td>
<td>Introduction to Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 214*</td>
<td>Biology of Aging</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Health Studies 245</td>
<td>Human Development Across the Life Span (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 223*</td>
<td>Life Span Developmental Psychology (3)</td>
<td>3</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Research methods: One course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies 445</td>
<td>Clinical Research (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 312*</td>
<td>Introduction to Experimental Methods in Psychology (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology 312*/Anthropology 312</td>
<td>Social Science Research Methods (3)</td>
<td>3 – 4</td>
<td>3,4</td>
</tr>
<tr>
<td>Health Studies 401</td>
<td>Senior Seminar</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 237*</td>
<td>Group Dynamics</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Psychology 256*</td>
<td>Principles of Behavior Change</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Psychology 366*</td>
<td>Individuals with Disabilities</td>
<td>3</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Two of the following three courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 112*/Psychology 207</td>
<td>Human Sexuality (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 361*</td>
<td>Abnormal Psychology (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology-Child Life 375*</td>
<td>Death, Dying and Bereavement (3)</td>
<td>6</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

One course from the following two groupings

Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 372*</td>
<td>The Counseling and Interviewing Process (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology-Child Life 374*</td>
<td>The Helping Relationship (3)</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

Human Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aging Studies 214/ Biology 214*</td>
<td>Biology of Aging (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 321*</td>
<td>Infancy and Childhood (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 322*</td>
<td>Adolescence (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 327*</td>
<td>Adulthood and Aging (3)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Total: 36 – 37
Major-Related Course Requirements
(Some of the following may be used to satisfy core requirements.)

Statistics

**Economics 241* Statistics

or

**Mathematics 112* Basic Statistics

or

**Psychology 211* Sociology 211 Statistics in the Behavioral Sciences . . . 3 1,2,3

Philosophy

**Philosophy 107* Ethics

or

**Philosophy 108* Professional Ethics . . . . . . . . . . . 3 1,2,3,4

**Psychology 101* Introduction to Psychology . . . . 3 1,2

Anthropology 415* Cultures, Health and Healing . . . . 3 3,4

12

13 – 38

Electives

*Liberal Arts
**course also included in core

Major in Health Studies – Management

(Bachelor of Science Degree)

This major is designed for students who plan to enter the health or health-related professions in a managerial capacity. Majors include students planning graduate work in health management or health-related government service upon graduation, and students interested in exploring the areas of health care management and planning applications in the context of a liberal arts background. (The degree does not lead to a professional credential or prepare the student for licensure in any of the health fields.)

Total credit hours required for degree: 120

Learning Objectives

A Competent Health Studies Management student will:

- understand the basic concepts of managing a health care organization
- be able to describe a health systems system's past, current and possible future behaviors, based on an understanding of the interdependencies of social, economic, political and systems.

Communications – As a strong communicator Health Studies students will:

- demonstrate effectiveness in written communications (writes clear, concise, and grammatically correct professional prose)
- demonstrate strong and effective in oral communication skills–(makes oral presentation of management principles in a clear manner)
• demonstrate effective interpersonal communications skills (can communicate well with other individuals in team interactions)

**Critical Thinking – As an astute critical thinker our Health Studies students will:**
• critically evaluate the context and quality of management healthcare delivery within and outside the United States
• be able to understand the advantages and disadvantages of public and private management practices
• articulate basic healthcare policies related to federal, state and accrediting bodies

**Ethical Leadership – Our Health Studies students will:**
• recognize key statutory requirements and codes of conduct affecting medical practices
• comprehend the ethical issues commonly encountered in medical practice.
• recognize that poor ethical reasoning can lead to severe negative outcomes to a wide variety of publics.
• understands that ethical decisions have both personal as well as social and legal outcomes
• is able to apply ethical codes of conduct: Recognizes that ethical decisions do not always have quick or perfect solutions.

**Global Business Understanding – Our Health Studies students will:**
• analyze factors and challenges that impact healthcare delivery within and outside the United States.
• be able to describe policies that address the need for medical sensitivity across diverse social and cultural populations

**ACADEMIC REQUIREMENTS**
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core ........................................... 34 – 55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Course Requirements**
(Some of the following may be used to satisfy college core requirements.)

| Accounting 201 | Financial Accounting .................. 3 2 |
| Accounting 202 | Managerial Accounting ................. 3 2 |
| Anthropology 415 | Cultures, Health, and Healing .... 3 3, 4 |
| Business Law 301 | The Legal Environment of Business |

or

| Economics 346 | Government and Economic Life ...... 3 2, 3 |
| Economics 131 | Principles of Microeconomics ......... 3 1 |
| Economics 141 | Principles of Macroeconomics ...... 3 1 |
| Economics 375 | Health Economics .................... 3 3, 4 |
| Finance 333 | Corporation Finance .................. 3 2 |
| Health Studies 101 | Introduction to Health Professions. .. 1 1 |
Management 101  Introduction to Contemporary Business  3  1
Management 201  Principles of Integrated Management  3  2
Management 202  Applied Integrated Management.  3  2
Management/Marketing  One course in Management or Marketing
  Elective  Bureaucracy and Culture; U.S. Health
  Sociology 307  Care System  3  2, 3

One of the following mathematics options:
Mathematics 143 & 144  Mathematical Analysis for Business and
  or  Economics I and II
Mathematics 201  Calculus I  3 or 6  2

One of the following statistics courses:
Economics 241  Statistics
  or  Psychology/Sociology 211  Statistics in the Behavioral Sciences  3  1, 2

One of the following ethics courses:
Philosophy 107  Ethics
  or  Philosophy 108  Professional Ethics  3  1, 2

One of the following human development courses:
Health Studies 245  Human Development Across the Life Span
  or  Psychology 223  Life Span Developmental Psychology  3  2, 3

One of the following:
Gerontology 101  Introduction to Aging
Psychology 363  Health Psychology
Psychology 366  Individuals with Disabilities
Psychology-Child Life 374  The Helping Relationship  3  3, 4

One of the following research methods courses:
Economics 474 and 475  Economics Research Proposal and Research Project
  in Economics (4 credits)
Health Studies 445  Clinical Research
Psychology 413  Program Evaluation
Sociology 312/
Anthropology 312  Social Science Research Methods  3 or 4  3, 4

58 – 62
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, and Sociology.

Minor in Healthcare Advocacy and Navigation

The minor in Healthcare Advocacy and Navigation provides students with the knowledge and ability to guide clients through the complex healthcare system. The minor also provides students with a basic understanding of the continuum of healthcare as it pertains to their client's specific medical condition ensuring that any and all barriers to that care are resolved and that each stage of care is as seamless as possible. Although open to all students, the minor is especially relevant for students in Health Studies, Nursing, Occupational Therapy, Aging Studies, Psychology-Child Life, Therapeutic Recreation, and Physical Therapy.

Total credit hours: 21

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication 237</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Health Studies 301</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Health Studies 305</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Health Studies 309</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Health Studies 411</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Health Studies 415</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Health Studies 419</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Minor in Healthcare Ethics

School of Arts and Sciences

The goal of this minor is to foster the ethical thinking skills required to be a caring and successful healthcare professional. The minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in healthcare and related fields. Students should consult their major advisers and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 15
Required Courses

Basic Ethics Component
One of the following: ........................................... 3
Philosophy 107 Ethics ............................................. 1,2
Philosophy 108 Professional Ethics .......................... 1,2
Philosophy 205 History of Ancient Philosophy .......... 2,3,4

Advanced Ethics Component
Both of the following: ........................................... 6
Philosophy 385 Healthcare Ethics ............................. 3,4
Philosophy 305/505 Ethical Issues in Contemporary Science and Technology ......................... 3,4

Relevant Topics Component
Two courses at 300-level or higher: ............................ 6
(Courses to be determined in consultation with the Chair of Philosophy. May be philosophy or non-philosophy courses. Must be related to, but not required for, the student’s major. Must have ethical content.)

Major in History
(Bachelor of Arts Degree)
The major in history offers one of the broadest and most flexible liberal arts fields at the College. It is intended for those who seek an understanding of the human condition through its historical development, and it has special relevance to those wishing to prepare themselves for fields such as secondary school social science teaching, elementary school teaching, government service of all varieties, graduate study of history, and other careers requiring a liberal arts preparation. It also is an excellent undergraduate background for those contemplating professional training in law, library science, and similar fields.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog. Please see page 257 for a description of the BA in History and MS in Adolescence Education Dual Degree program.

Students who are majoring in History who intend to student teach need an overall GPA of 2.75 or higher and no grade lower than C (2.0) in their major or major related courses in order to receive a positive recommendation for student teaching.

Total credit hours required for degree: 120
**Learning Objectives**

*Students will be able to demonstrate:*

- substantial knowledge of the historic literature.
- the ability to formulate effective research questions.
- the ability to acquire relevant materials and data.
- the ability to reach sound conclusions based on an analysis of the data.
- the ability to consider alternative interpretations.
- the ability to foresee and address questions.
- the appropriate use of research references and resources.
- the ability to identify a thesis in another writer’s work.
- the ability to formulate a thesis.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core ............................................... 34 – 55</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 126</td>
<td>America, 1500-1877</td>
<td>3</td>
</tr>
<tr>
<td>History 127</td>
<td>America, 1877-Present</td>
<td>3</td>
</tr>
<tr>
<td>History 155</td>
<td>Introduction to Historical Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>History 455</td>
<td>Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>History 456</td>
<td>Guided Historical Research</td>
<td>3</td>
</tr>
</tbody>
</table>

*Any two of the following three courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 135</td>
<td>The African American Experience</td>
<td>3</td>
</tr>
<tr>
<td>History 145</td>
<td>Asia and the World</td>
<td>3</td>
</tr>
<tr>
<td>History 165</td>
<td>Europe and the World</td>
<td>3</td>
</tr>
</tbody>
</table>

**History Electives at the 200-, 300-, 400-, 500-level**

At least 9 hours must be taken in history courses in each of the following areas:

1. U.S. History 304, 305, 306, 311, 312, 313, 316, 323, 324, 345, select topics
2. European History 266, 364, 367, 371, 372, 376, 381, select topics
3. Non-Western History 334, 335, 343, 344, 347, 348, 443, select topics

27 total credits

History majors are required to take History 155 during the first semester of the freshman year. Transfer students enroll in History 155 during the first semester on campus. At least 18 credit hours in the History major must be at or above the 300-level.
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

NOTE: Students in the education program who intend to student teach history or social studies should note that they must maintain a minimum overall grade point average of 2.75 (4.0 scale) and have no grade lower than C (2.0) in any required major course in order to receive a favorable recommendation.

Minor in History
The history minor is intended particularly to provide students with an opportunity to add the perspective of a traditional liberal arts discipline, one which offers exposure to both Western and non-Western societies. Although open to all, it should prove especially relevant for students in pre-law, criminal justice, public relations and/or journalism, education, and the helping professions.

Total credit hours required for minor: 18

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 127</td>
<td>America, 1877-Present</td>
<td>3</td>
</tr>
<tr>
<td>History 135</td>
<td>Africa and the Atlantic World</td>
<td>3</td>
</tr>
<tr>
<td>History 145</td>
<td>Asia and the World</td>
<td>3</td>
</tr>
<tr>
<td>History 165</td>
<td>Europe and the World</td>
<td>3</td>
</tr>
</tbody>
</table>

History Electives 200-, 300-, 400-, 500-level history courses at least 9 credits of which must be at the 300-level or higher

Total credit hours: 18

BA in History to MS in Adolescence Education
BA History—MS Education Dual Degree Program

The dual degree program in history and adolescence education allows students to complete both degrees, including student teaching, in five years. The program is 150 credits and requires students to enter the program in the freshman year. Students will take 12 credits of graduate-level history plus 40 credits of education or education-related coursework at the graduate level and will produce a Master's thesis based on original historical research. History coursework taken at the graduate level also fulfills requirements of the undergraduate history degree which includes: 27 credits in US, European, and non-Western history; 12 additional credits specifically required for history majors who want to teach history and/or social studies; and 16 credits required of all history majors. Students who decide to opt out of the dual degree program can do so in either their junior or senior year without adversely affecting their bachelor's degree or a timely graduation date. Students in this program must work closely with their advisors to ensure that they are on track but, ultimately, the responsibility lies with the student.
Major in Homeland Security and Emergency Management

(Bachelor of Science Degree)

In a post-9/11 environment along with record-breaking natural disasters, all professional fields are seeking personnel familiar with issues surrounding national security threats and emergency planning and recovery. Through an interdisciplinary approach, the program provides students with information necessary to lead, manage, and support critical incident mitigation and security-related issues. It also prepares them for entry positions in government at the federal, state, and local level as well as in the private sector. Homeland Security and Emergency Management is an online program and requires an associate degree from a regionally accredited institution or 57 credits transferred from a regionally accredited four-year institution.

Total credit hours required for degree: 120

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

| Credit Hours | General Education Core | 34 – 55 |

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM 301</td>
<td>Introduction to Homeland Security and Emergency Management</td>
<td>3 3</td>
</tr>
<tr>
<td>HEM 305</td>
<td>Terrorism</td>
<td>3 3,4</td>
</tr>
<tr>
<td>HEM 321</td>
<td>Leadership Issues in Homeland Security and Emergency Management</td>
<td>3 3,4</td>
</tr>
<tr>
<td>HEM 332</td>
<td>Technological Challenges in Homeland Security and Emergency Management</td>
<td>3 3,4</td>
</tr>
<tr>
<td>HEM 343</td>
<td>Legal Issues in Homeland Security and Emergency Management</td>
<td>3 3,4</td>
</tr>
<tr>
<td>HEM 354</td>
<td>Communications in Homeland Security and Emergency Management</td>
<td>3 3,4</td>
</tr>
<tr>
<td>HEM 461</td>
<td>Senior Seminar</td>
<td>3 4</td>
</tr>
<tr>
<td>HEM 470</td>
<td>Internship</td>
<td>6-15 4</td>
</tr>
</tbody>
</table>

or

| HEM 475 | Senior Project | 3-6 4 |

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*Only available to online students enrolled in the major and students with appropriate professional work experience.
### Major-Related Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 103</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3, 4</td>
</tr>
<tr>
<td>Sociology 274</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 376</td>
<td>Criminological Research Methods</td>
<td>3, 4</td>
</tr>
<tr>
<td>Government 332</td>
<td>Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                         |                                                     | 15    |

### Major and Major-Related Electives:

Select three of the following upon recommendation of advisor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM 307</td>
<td>Homeland Security and Counter-terrorism</td>
<td>3, 4</td>
</tr>
<tr>
<td>HEM 328</td>
<td>Security Administration</td>
<td>3, 4</td>
</tr>
<tr>
<td>HEM 368</td>
<td>Issues in Border and Transportation Security</td>
<td>3</td>
</tr>
<tr>
<td>HEM 380</td>
<td>All-Hazards: Planning, Response, Mitigation, Recovery</td>
<td>3</td>
</tr>
<tr>
<td>HEM 391</td>
<td>National Incident Management System and Incident Command System</td>
<td>3</td>
</tr>
<tr>
<td>Government 333</td>
<td>American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                         |                                                     | 9     |

### Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

### Certificate in Homeland Security

The Certificate in Homeland Security program prepares students to lead, manage, or support security-related operations.

Total hours required for the certificate: 15

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM301</td>
<td>Introduction to Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM305</td>
<td>Terrorism</td>
</tr>
<tr>
<td>HEM307</td>
<td>Homeland Security and Counter-terrorism</td>
</tr>
<tr>
<td>HEM332</td>
<td>Technological Issues in Homeland Security and Emergency Management</td>
</tr>
</tbody>
</table>
Certificate in Homeland Security and Emergency Management

The Certificate in Homeland Security and Emergency Management program prepares students to lead, manage, or support critical incident mitigation and security-related operations.

Total hours required for the certificate: 15

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM301</td>
<td>Introduction to Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM332</td>
<td>Technological Issues in Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM343</td>
<td>Legal Issues in Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM354</td>
<td>Communications in Homeland Security and Emergency Management</td>
</tr>
</tbody>
</table>

Certificate in Emergency Management

This Certificate in Emergency Management program prepares students to lead, manage, or support critical incident mitigation.

Total hours required for the certificate: 15

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEM301</td>
<td>Introduction to Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM332</td>
<td>Technological Issues in Homeland Security and Emergency Management</td>
</tr>
<tr>
<td>HEM380</td>
<td>All-Hazards: Planning, Response, Mitigation, Recovery</td>
</tr>
<tr>
<td>HEM391</td>
<td>National Incident Management System and Incident Command System</td>
</tr>
</tbody>
</table>
Minor in Human Rights Advocacy

The minor in human rights advocacy is designed to provide an in-depth examination of human rights issues in history and contemporary events. The minor will also focus on the processes and institutions available for dealing with human rights violations. It is an appropriate minor for students in any major who have a concern for human rights and wish to use the knowledge and skills developed in their major to deal with these issues and/or develop career opportunities.

Total credit hours required for the minor: 19

**Required Courses**

- Government 211 (HRA 211) Introduction to Human Rights ........ 1
- Government 281 Political Ideas and Ideologies ............ 3
- History 334 History of Colonial Africa
  - or
  - History 335 History of Modern South Africa
  - or
  - History 344 Modern China
  - or
  - History 381 Germany in the Nazi Era
  - or
  - History 372 Modern Russia ......................... 3
  - or
  - Government 300 HRA 300 Selected Topics ............ 3
  - Government 364* International Law .................. 3

Six credit hours from the following courses:

- Anthropology 251 Native American Culture and History
- Government 346 Civil Liberties
- Government 363* International Organizations
- Sociology 252 Racial and Cultural Minorities ........ 6
- Government 464 (HRA 464) International Protection of
  - Human Rights – Capstone Seminar .................. 3
  - Total ...................... 19

*Prerequisite may be waived for students not majoring in government and politics, and international studies.

Major in International Studies

*(Bachelor of Arts Degree)*

The major in International Studies provides students with an interdisciplinary approach to the study of nations, people, and culture. It is designed for students with interests in international political relations and economics, government, law, foreign service, inter-governmental and non-governmental organizations, developmental and environmental studies, language, literature, culture, and education.

Total credit hours required for degree: 120
Learning Objectives

Students will demonstrate:

• a broad understanding of global issues within the context of an interdisciplinary liberal arts curriculum.
• appreciation of global society from an interdisciplinary perspective.
• the skills to interact with people from different cultures.
• the ability to conduct research, analyze, and critique information, and formulate effective written and oral arguments with a focus on global issues.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

Credit Year
Hours Taken

General Education Core .............................................. 34 – 55
Note: At least 18 credits of major coursework must be at the 300-level or higher. If not taken as part of core, students should also take ECN241, MAT112, PSY211, or SOC211.

Major Course Requirements

Government and Politics 203 Introduction to Comparative Politics . . 3 1, 2
Government and Politics 261 International Relations . . . . . . . . . . 3 1, 2
International Studies 101 World Regional Geography . . . . . . . . . 3 1
Choose one senior seminar:
Human Rights Advocacy 464 International Protection of Human Rights 3 3, 4
International Studies 400 Contemporary International Problems* 3 3, 4
International Studies 487 Senior Seminar in International Studies 3 3, 4

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*Must be a three-credit (3) seminar

Major Electives

Select two courses (6 hours) in each area. Courses taken here cannot be used to fulfill concentration requirements.

Policy in a global setting

Government and Politics 363 International Organizations . . . . . . . 3 2,3,4
Government and Politics 364 International Law . . . . . . . . . . . . . . 3 2,3,4
Government and Politics 365 American Foreign Policy . . . . . . . . 3 2,3,4
Government and Politics 368 International Political Economy . . . . 3 2,3,4
Comparative Societies
Anthropology 254 Peoples and Cultures of Sub-Saharan Africa 3 2,3,4
Government and Politics 371 European Politics . . . . . . . . . . . . . . 3 2,3,4
Government and Politics 372 Modern Russia . . . . . . . . . . . . . . . 3 2,3,4
Government and Politics 373 African Politics . . . . . . . . . . . . . . . 3 2,3,4
Government and Politics 374 Latin American Politics . . . . . . . . 3 2,3,4
History 266 Modern Europe . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3 2,3,4
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 335</td>
<td>History of Modern South Africa</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>History 343</td>
<td>Modern Japan</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>History 344</td>
<td>Modern China</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>History 367</td>
<td>Central Europe</td>
<td>3</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

**FOREIGN LANGUAGE REQUIREMENT**

Students must take 6 hours in any modern foreign language, 201 and 202, or the equivalent.

**Concentration**

Students must take at least 15 hours of study in an area of concentration. Courses taken for core or to satisfy major required or major elective courses cannot be used to satisfy concentrations.

**LANGUAGE, CULTURE, AND LITERATURE**

This concentration is designed to help students further their understanding of global cultures, societies, and literature.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 251</td>
<td>Native American Culture and History</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Anthropology 351</td>
<td>Language and Culture</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Anthropology 551</td>
<td>Contemporary Issues in Native American Life and Culture</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>English 357</td>
<td>Modern British Literature</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>French 288</td>
<td>Introduction to French Literature (taught in French)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>French 300</td>
<td>Topics in French and Francophone Cultures and Literature (taught in French or English)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>French 311</td>
<td>French Film (taught in French or English)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>French 347</td>
<td>French Civilization and Culture (taught in French)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>French 388</td>
<td>Masterpieces of French Literature</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>International Studies 225</td>
<td>Chinese Civilization and Culture</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>International Studies 235</td>
<td>Russian Civilization and Culture</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>International Studies 300</td>
<td>Select Topics in International Studies.</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Literature 358</td>
<td>World Literature in English</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Philosophy 225</td>
<td>Eastern Thought and Culture: Buddhism</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Philosophy 226</td>
<td>Eastern Thought and Culture: Confucianism</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Spanish 311</td>
<td>Spanish and Latin American Film (taught in Spanish or English)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Spanish 347</td>
<td>Introduction to Spanish Culture (taught in Spanish)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Spanish 348</td>
<td>Latin America Civilization and Culture</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Spanish 388</td>
<td>Introduction to Literature in Spanish (taught in Spanish)</td>
<td>3</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Approved select topics courses, 200-level or above in ANT, ENG, FLM, FRE, IST, LIT, PHI, SPA
INTERNATIONAL RELATIONS, COMPARATIVE POLITICS, AND COMPARATIVE HISTORY
This concentration will help students gain a greater understanding of how societies manage relations—diplomatic, economic, and legal—in an international setting.

Economics 443  International Trade ‡ 3 2,3,4
Government and Politics 363  International Organizations 3 2,3,4
Government and Politics 364  International Law 3 2,3,4
Government and Politics 365  American Foreign Policy 3 2,3,4
Government and Politics 366  International Criminal Law 3 2,3,4
Government and Politics 368  International Political Economy 3 2,3,4
Government and Politics 371  European Politics 3 2,3,4
Government and Politics 372  Modern Russian 3 2,3,4
Government and Politics 373  African Politics 3 2,3,4
Government and Politics 374  Latin American Politics 3 2,3,4
Government and Politics 375  Political Change in Developing Nations 3 2,3,4
History 266  Modern Europe 3 2,3,4
History 334  History of Colonial Africa 3 2,3,4
History 335  History of Modern South Africa 3 2,3,4
History 343  Modern Japan 3 2,3,4
History 344  Modern China 3 2,3,4
History 347  Japanese Imperialism and the Pacific War 3 2,3,4
History 367  Central Europe 3 2,3,4
History 376  British History 3 2,3,4
History 372  Modern Russia 3 2,3,4
History 381  Germany in the Nazi Era 3 2,3,4
Approved select topics courses, 200-level or above in ECN, GOV, HIS, IST 15

ECONOMICS, DEVELOPMENT, AND ENVIRONMENT
This concentration will allow students to pursue a comparative approach for exploring the relationship between the economy, culture, and the environment.

Chemistry 103  Chemistry and Society 3 2,3,4
Economics 443  International Trade ‡ 3 2,3,4
Economics 445  Environmental Economics‡ 3 2,3,4
Environmental Science 201  Introduction to Environmental Issues 3 2,3,4
Environmental Science 393  Seminar in Environmental Science ‡ 3 2,3,4
Geology 105  Society, Earth, and the Environment 3 2,3,4
Geology 225  Historical Geology 3 2,3,4
Geology 226  Hydrology and Society 3 2,3,4
Government and Politics 368  International Political Economy 3 2,3,4
Government and Politics 373  African Politics 3 2,3,4
Government and Politics 374  Latin American Politics 3 2,3,4
Government and Politics 375  Political Change in Developing Nations 3 2,3,4
Philosophy 503  Environmental Ethics 3 2,3,4
Approved select topics courses, 200-level or above, in ANT, CHE, ECN, GOL, GOV, IST, PHI 15
INTERNATIONAL LAW, SECURITY, AND HUMAN RIGHTS
This concentration gives students greater understanding of the issues of law, security and human rights in the international arena.

Government/Social Studies 235 Civil Rights, Public Policy, and Social Change
Government and Politics 281 Political Ideas and Ideologies 3 2,3,4
Government and Politics 346 Civil Liberties 3 2,3,4
Government and Politics 363 International Organizations 3 2,3,4
Government and Politics 364 International Law 3 2,3,4
Government and Politics 366 International Criminal Law 3 2,3,4
Government and Politics 375 Political Change in Developing Nations 3 2,3,4
Government/Human Rights Advocacy 211
Industrial to Human Rights Advocacy 3 2,3,4
Government/Human Rights Advocacy 464
International Protection of Human Rights 3 2,3,4
Approved select topics courses, 200-level or above, in ECN, GOV, HIS, HRA, IST 15

‡ note prerequisites

Study abroad and internships are highly recommended for all International Studies majors and should be discussed with the student’s adviser and the director of international programs as early as possible.

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Major in Journalism Studies
(Bachelor of Science Degree)
The journalism studies program recognizes the need for contemporary journalists to have strong professional skills along with a solid background in the liberal arts and sciences. The major provides the core of courses essential for today’s print and broadcast newswriter, as well as a wide selection of courses that address the changing needs and issues within the field of journalism. The major requires hands-on experience through internships as well as by working on the campus newspaper or radio station.

Total credit hours required for degree: 120
Total credit hours required for the major (of which at least half must be at the 300 level or above): 57

Learning Objectives
Graduates will:
• Write competently on a professional level (i.e., write clear, concise, grammatically correct stories).
• Gather information through the use of traditional and digital media, and then write and/or produce accurate news stories on deadline.
• Use relevant technologies to create and distribute journalistic work across multiple media platforms.
• Behave professionally and operate effectively in a professional environment.
• Demonstrate understanding of the historical significance and practical implications of mass communications

**Academic Requirements**
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Core**

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts 130</td>
</tr>
<tr>
<td>Journalism Studies 130</td>
</tr>
<tr>
<td>Journalism Studies 181</td>
</tr>
<tr>
<td>Journalism Studies 259</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
</tr>
<tr>
<td>Journalism Studies 261L</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
</tr>
<tr>
<td>Journalism Studies 276</td>
</tr>
<tr>
<td>Journalism Studies 364</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
</tr>
<tr>
<td>Journalism Studies 401</td>
</tr>
<tr>
<td>Journalism Studies 450</td>
</tr>
<tr>
<td>Journalism Studies 461</td>
</tr>
<tr>
<td>Journalism Studies 467</td>
</tr>
</tbody>
</table>

One from:

| Journalism Studies 362 | Reporting of Public Affairs | 3 |
| Journalism Studies 371 | Advanced Reporting Techniques | 3 |

**Major Electives**

In consultation with your adviser, select three additional credits from journalism studies at the 200-level or above. These courses must be different from the courses selected to fulfill a concentration. JLM 290, JLM 390, JLM 490, JLM 450, and JLM 470 may not be used to fulfill this requirement.
Concentration:
Students must take at least 15 hours of study above the 100 level in an area of concentration. Students interested in a broadcast journalism concentration must take the designated courses. Students desiring to use public relations for a concentration should take the public relations-journalism dual major. Students may elect to fulfill this concentration with courses from any discipline or combination of disciplines outside of journalism or public relations in consultation with their advisor, and with approval of the program director or coordinator. (Transfer students should consult with their adviser regarding fulfillment of concentration with transferred courses.)

CONCENTRATION IN BROADCAST JOURNALISM
Journalism Studies 378 Television News Field Reporting and Production ......................... 3 2,3
Journalism Studies 345 Broadcast Announcing and Presentation 3 2,3
Journalism Studies 476 Television Newscast ......................... 3 3,4

Select one from:
Communication Arts 261 Broadcasting and the Public Interest . 3 2,3
Communication Arts 368 Broadcast News and Society .......... 3 2,3
Journalism 336 Media Programming Strategies .......... 3 3,4

Select one from:
Journalism Studies 325 Making Public History ................. 3 3,4
Journalism Studies 476 Television Newscast (Can be taken twice) 3 3,4

CONCENTRATION IN SPORTS JOURNALISM
Journalism Studies 241 Television Sportscast ..................... 3 2,3
Journalism Studies 374 Sports Writing ......................... 3 3,4
Public Relations 285 Sports and the Media .................. 3 2,3
Public Relations 454 The Business of Sports .................. 3 3,4

Select one from:
Journalism Studies 363 Magazine Article Writing .............. 3 3,4
Public Relations 433 The Olympics ......................... 3 3,4
Public Relations 435 Sports and Television .................. 3 3,4
Public Relations 300 Topics in Sports Communication ....... 3 3,4

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Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

*Students wishing information about the journalism studies retention policy should consult with their academic adviser.
Minor in Journalism

The minor in journalism is designed to provide students in other majors with an opportunity to develop their understanding of the news media and to learn specific journalism skills. The minor provides the introductory courses essential for today's newswriter and editor, as well as a selection of courses that address the changing issues and technologies within the field of journalism.

Total credit hours required for minor: 19

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 181</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 261L</td>
<td>Newswriting Lab</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
<td>Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the Following Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 364</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
<td>Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 372</td>
<td>News Photography</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 461</td>
<td>Web Writing and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the Following Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 381</td>
<td>Censorship</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 401</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 467</td>
<td>Communications Law</td>
<td>3</td>
</tr>
</tbody>
</table>

One additional Journalism studies course at the 300- or 400-level . . . 3

Law

(See “Preparation for Graduate and Professional Schools.”)

Liberal Arts-Engineering

(See Physics)

Major in Liberal Studies

(Bachelor of Science Degree)

The major in liberal studies is designed as a general liberal arts degree. It was developed for students with experience or training as professionals or para-professionals in areas such as corrections, counseling, Health Studies, and teaching. It is also of value to persons with other backgrounds. The major provides students with a broad liberal arts context; it does not provide a professional credential.

Total credit hours required for degree: 120
LEARNING OBJECTIVES

BS students will:

- demonstrate appropriate writing skills.
- demonstrate familiarity with historical and social science methods and research.
- demonstrate an understanding of fundamental mathematics, such as algebra or statistics.
- demonstrate basic familiarity with the scientific method.
- demonstrate familiarity with a variety of liberal arts and science disciplines.

ACADEMIC REQUIREMENTS

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

Credit Year
Hours Taken

General Education Core ......................... 34 – 55

Major Course Requirements

Four courses (at least twelve credit hours) must be selected from each of these three groups:

Group 1: Society and Behavior
Any 300/400-level courses from at least three of the following areas:

Group 2: Art and Language
Any 300/400-level courses from at least three of the following areas:
Communication Arts, English or World Literature, Film Studies, Fine Arts, Foreign Languages, Music, Philosophy, and Theatre. At least one course must be from English.

Group 3: Science and Mathematics
Any courses not already used for core from at least three of the following areas: Biology, Chemistry, Environmental Science, Geology, History and Philosophy of Science and Technology, Mathematics, and Physics. Transfer students may not use courses counted toward core exemption. At least one course must be from Mathematics.

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In special circumstances, other subject areas appropriate for the three groups may be approved by the school dean.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.
Minor in Literature

The minor in literature allows the student to become acquainted with the greatest writers of all ages. The masterpieces studied here provide aesthetic, cultural, philosophical, and psychological enrichment. Beyond the personal value this minor could have for any student, it is recommended especially to students with professional goals, such as the study of law or medicine; to majors in career areas requiring knowledge of people and culture, such as journalism, management, social work, and health-related programs; and to majors in related areas of the liberal arts, such as history, government and politics, psychology, and philosophy. Students should consult their major advisors about the appropriateness of this minor for their majors. This minor is not open to English majors.

Total credit hours required for minor: 21

Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>English 195</td>
<td>American Literature and Culture ........ 3</td>
</tr>
<tr>
<td>English 245</td>
<td>Major Figures in English Literature: Through the 18th Century .......... 3</td>
</tr>
<tr>
<td>English 246</td>
<td>Major Figures in English Literature: Since the 18th Century .......... 3</td>
</tr>
<tr>
<td>Literature 205</td>
<td>Masterpieces of Western Literature: Through the Renaissance .......... 3</td>
</tr>
<tr>
<td>Literature 206</td>
<td>Masterpieces of Western Literature: Since the Renaissance .......... 3</td>
</tr>
<tr>
<td>English 367</td>
<td>Shakespearean Drama ................. 3</td>
</tr>
</tbody>
</table>

Electives

One 300/400-level course in each of the following areas*:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American literature</td>
<td>.................. 3</td>
</tr>
<tr>
<td>British literature</td>
<td>.................. 3</td>
</tr>
<tr>
<td>World literature</td>
<td>.................. 3</td>
</tr>
</tbody>
</table>

*Genre courses (e.g., English 372) will count toward the area their syllabi most reflect.
Major in Management
(Bachelor of Science Degree)
(Concentrations in General Management, Human Resources Management, and Marketing Management)

The purpose of the major is to prepare graduates for competent and responsible participation in business and society. Recognizing the crucial role of business activity for our economy and society, the major is designed to introduce students to the way business organizations function in the larger social context. Issues of ethics and social responsibility, the global nature of business, and technological developments are emphasized throughout the curriculum. Skills in interpersonal dynamics, research, and oral and written communicational skills are also emphasized. Coursework is presented following an integrative approach and supported with discipline-specific content areas. An emphasis is also placed on the importance of experiential learning. Students will also have the opportunity to complete an experiential learning internship or project.

Total credit hours required for degree: 120

Learning Objectives
Graduates from this program will be able to:
- demonstrate analytical and critical thinking skills.
- demonstrate effective oral communications skills.
- demonstrate effective written communications skills.
- demonstrate quantitative skills.
- demonstrate an awareness of the global business environment.
- demonstrate competence in the use of technology.
- identify and analyze legal and ethical issues in business.
- demonstrate a working knowledge of fundamental business and management concepts.
- demonstrate the ability to work well in a teamwork environment

Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Taken</td>
</tr>
</tbody>
</table>

General Education Core ......................... 34 – 55

Major Course Requirements
(Economics electives may be used to satisfy liberal arts requirements.)

Management 100  Freshman Seminar in Business
and Leadership ......................... 3  1
Management 101  Introduction to Contemporary Business 3  1
Management 201  Principles of Organization and Management 3  2
## Programs of Study

### Marketing
- **Marketing 211** Principles of Marketing .................................. 3 2
- **Management 325** Management of Technology ................... 3 3,4
- **Management 371** Human Resource Management ............. 3 3,4
- **Finance 333** Corporate Finance ................................. 3 2,3
- **Management 428** Strategic Management and Leadership .... 3 4
- **Management 470** Internship ........................................ 3 3,4
- **Elective*  300- or 400-level elective in Accounting, Economics, Finance, Management or Marketing ................. 3 3, 4

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*Must be a course other than the one used in the concentration.

### Major-Related Course Requirements

(Some of the following may be used to satisfy core and liberal arts requirements.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3 2</td>
<td></td>
</tr>
<tr>
<td>Accounting 202</td>
<td>Managerial Accounting</td>
<td>3 2</td>
<td></td>
</tr>
<tr>
<td>Business Law 301</td>
<td>The Legal Environment of Business</td>
<td>3 2,3</td>
<td></td>
</tr>
<tr>
<td>Economics 131</td>
<td>Principles of Microeconomics</td>
<td>3 1</td>
<td></td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3 1</td>
<td></td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3 2,3</td>
<td></td>
</tr>
<tr>
<td>Economics elective</td>
<td>300- or 400-level course in Economics.</td>
<td>3 3,4</td>
<td></td>
</tr>
<tr>
<td>Mathematics 143 and 144</td>
<td>Mathematical Analysis for Business and Economics I and II,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3 or 6 1,2</td>
<td></td>
</tr>
</tbody>
</table>

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24-27
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### Concentration

Day students should select one concentration from among General Management, Human Resources Management, Marketing Management, and Risk Management and Insurance. Continuing Education students must select the General Management concentration.

#### CONCENTRATION IN GENERAL MANAGEMENT

Choose two courses in Management at the 300- or 400-level .......... 6 3, 4
Choose one 300- or 400-level course from each of two of the following areas:
Accounting, Economics, Finance, Marketing, and Risk Mgt & Insurance . . . .6 3, 4

```
12
```

#### CONCENTRATION IN HUMAN RESOURCES MANAGEMENT

Choose any four of the following courses:
- **Economics 344** Labor Problems
- **Economics 375** Health Economics.
- **Management 375** Labor Relations and Collective Bargaining
- **Management 471** Organizational Behavior
Management 473 Total Compensation: Theories and Practices
Management 474 Human Resource Development
Management 300 or 400 Select topics
(If related to Human Resource Mgt) 12 3, 4

CONCENTRATION IN MARKETING MANAGEMENT
Marketing 481 Marketing Management 3 3, 4
Choose three of the following courses:
Economics 332 Managerial Economics
Marketing 311 Elements of Integrated Marketing Communications
Marketing 313 Market Research
Marketing 315 Consumer Behavior
Marketing 412 Sales Management and Personal Selling
Marketing 415 International Marketing
Marketing 300 or 400 Selected or Advanced Topics in Marketing 9 3, 4

CONCENTRATION IN RISK MANAGEMENT AND INSURANCE
RMI 273 Introduction to Risk Management and Insurance 3 2, 3
RMI 483 Risk Management 3 4
Choose two of the following courses:
RMI 325 Principles of Insurance: Life, Health and Annuities
RMI 326 Principles of Insurance: Property and Liability
RMI 367 Derivatives Markets
RMI 375 Quantitative Financial Analysis of Risk 6 3, 4

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, Professional Ethics, Psychology, and Sociology.

Minor in Management
The minor in management is designed to allow students who are majoring in other areas to explore the field of management in an organized and coherent way. Skills in organizing and managing teams can be an important preparation for careers in business, non-profit, and public organizations.

Total credit hours required for minor: 21

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>3</td>
</tr>
<tr>
<td>Economics 131</td>
<td>3</td>
</tr>
</tbody>
</table>
Management 101 | Introduction to Contemporary Business | 3
Management 201 | Principles of Organization and Management | 3
Marketing 211 | Principles of Marketing | 3

Choose two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law 301</td>
<td>The Legal Environment of Business</td>
</tr>
<tr>
<td>Finance 333</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>Management elective</td>
<td>Any 300- or 400-level Management course</td>
</tr>
<tr>
<td>Elective</td>
<td>Any 300- or 400-level Economics, Finance, or Marketing course</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**21**

**Major in Mathematics**

*(Bachelor of Arts Degree)*

Mathematics is a universal part of human culture. Its universality makes it a powerful tool in a variety of endeavors including the study of the natural sciences, the social sciences, computer science, business, and economics. Studied for its own sake, mathematics is appreciated as much for its elegance and beauty as for its practicality. Mathematics is the science of discovering patterns yet unlike the other sciences mathematics offers a standard of certainty through mathematical rigor and proof. The study of mathematics is one of the cornerstones of a liberal education, training the mind in logical thought, precise expression, and critical thinking.

The mathematics curriculum at Utica College is designed to meet the needs of students who have one of the following objectives: (1) to pursue graduate study in mathematics; (2) to prepare for careers as mathematicians in industrial or governmental laboratories, and in fields which rely mainly on mathematics such as actuarial work, statistical analysis, and economics; (3) to teach mathematics in elementary and secondary schools; (4) to contribute to their liberal education by studying the language and fundamental methods of mathematics.

The mathematics department of Utica College offers two concentrations for the major in mathematics. The General Mathematics Curriculum offers a sound foundation in pure and applied mathematics for those seeking careers in mathematical fields and those who plan to continue their study of higher mathematics in graduate school. The Concentration for Prospective Math Teachers is intended for those students who are preparing for careers teaching mathematics.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

**Learning Objectives**

*Students will demonstrate proficiency in:*

- reading and analyzing mathematical proofs.
- writing mathematical proofs
- formulating and solving mathematical problems.
- communicating mathematics orally to a learning audience (teaching concentration only).
- communicating mathematics in written form.
### Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

#### General Education Core

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 55</td>
<td></td>
</tr>
</tbody>
</table>

#### General Program

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201, 202, 301, 302</td>
<td>12</td>
<td>1,2</td>
</tr>
<tr>
<td>Mathematics 305</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 321</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Mathematics 331</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Mathematics 333</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Mathematics 401</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Three Advanced Mathematics electives (300/400 level)</td>
<td>9</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**Total** 36

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Physics 261</td>
<td>4</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Total** 7

#### Concentration for Prospective Math Teachers

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 201, 202, 301, 302</td>
<td>12</td>
<td>1,2</td>
</tr>
<tr>
<td>Mathematics 303</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Mathematics 305</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 313</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Mathematics 331</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Mathematics 334</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Two Advanced Mathematics electives (300/400 level)</td>
<td>6</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**Total** 36

**Major-Related Course Requirements**

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Physics 261</td>
<td>4</td>
<td>1,2</td>
</tr>
<tr>
<td>Physics 262</td>
<td>4</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Total** 7-8
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Minor in Mathematics
A minor in mathematics is designed to provide an introduction to the methods of mathematics and a complement to majors that have a strong quantitative component such as the natural sciences, computer science and business economics. A minor in mathematics may be used by students who wish to develop their ability to reason logically and form habits of precise thought and expression. Because mathematics is the underlying language of an ever more technological society, courses in the minor will help provide students with the tools to solve significant problems in many academic areas. Students should consult their major advisors and faculty in the mathematics department about the appropriateness of this minor to their course of study.

Total credit hours required for minor: 21

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201, 202, 301 Calculus I, II, III ..........................</td>
</tr>
<tr>
<td>Mathematics 305 Fundamental Structures of Mathematics</td>
</tr>
<tr>
<td>Mathematics 331 Linear Algebra .................................</td>
</tr>
<tr>
<td>One course from Mathematics 317, 321, 334, 341 .......................</td>
</tr>
<tr>
<td>One additional Mathematics course chosen from 300- or 400-level .</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Medicine
(See “Preparation for Graduate and Professional Schools” and “Joint Health Professions Programs.”)

Major in Neuroscience***
(Bachelor of Science Degree)
Neuroscience is the study of the nervous system. It includes study and research related to the structure (anatomy), function (neuropharmacology, electrophysiology, synaptic physiology, molecular/cellular biology, psychophysics), evolution, and development of nervous systems of a wide variety of animals, broadly organized as sensory (input/afferent) systems, processing systems, and motor (output/efferent) systems.

The major in neuroscience provides opportunities in many areas, including pre-professional preparation (preparing for medical school, dental school, veterinary school, or other allied health training), pre-graduate preparation (preparing for further training as a neuroscientist or scientist in a related field), or direct entry into the research field, either academic or private.

Total credit hours required for the degree: 128
Learning Objectives

Students graduating with a degree in Neuroscience will:

• integrate understanding of the nervous system at the cellular/molecular level (e.g., synaptic function, membrane potentials) with the organismal level (e.g., processing in cortical areas of the brain, behavior)

• understand the three essential functions of the nervous system (input, processing, output) at the level of cells, systems, and the organism

• understand the similarities and differences of nervous systems across taxa and relate those differences to selective pressures

• demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of neuroscience;

• be familiar with and use primary literature in the field of neuroscience;

• be able to analyze and present scientific data using statistical inference and statistical software;

• have skills in oral and scientific presentation of experimental design and data; and

• perform activities that promote and nurture scholarship and skills for lifelong learning.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
</tr>
</tbody>
</table>

Major Course Requirements

Foundations of Neuroscience

<table>
<thead>
<tr>
<th>Biology 211*</th>
<th>General Biology I .................</th>
<th>4</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 212</td>
<td>General Biology II ...............</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology ..........</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Research Methods in Neuroscience

| Psychology 211 | Statistics in the Behavioral Sciences . . . | 3 | 1 or 2 |
| Biology 231 | Research Methods in Biology I .......... | 3 | 1 |
| and          |                                                |
| Biology 232 | Research Methods in Biology II ......... | 3 | 2 |
| or           |                                                |
| Psychology 312 | Research Methods in Psychology ...... | 4 | 2 |
|              |                                                | 7-9 |    |

Essentials of Neuroscience

| Biology 321 | Genetics ................................ | 4 | 2 or 3 |
| Biology 327 | Cell Biology ............................. | 4 | 2 or 3 |
| Biology 343 | Neuroscience ............................ | 3 | 2,3,or 4 |
**Programs of Study**

- **Biology 347 Animal Physiology** 4 2,3,or 4
- **or Psychology 324 Basic Psychobiology** 3 2,3,or 4
- **Biology 453 Molecular Biology** 4 3 or 4

**Upper-level Electives (12 cr. – at least one course in BIO and one course in PSY)**

- **Biology 322 Developmental Biology** 4 3 or 4
- **Biology 324 Animal Physiology** 4 3 or 4
- **Biology 362 Endocrinology** 3 3 or 4
- **Biology 363 Biochemistry** 3 3 or 4
- **Biology 463 Sensory Biology** 3 3 or 4
- **Biology 463 Neuropharmacology** 3 3 or 4
- **Neuroscience 420 Short Course in Neuroscience** 1 3 or 4
- **Psychology 343 Sensation and Perception** 4 3 or 4
- **Psychology 324 Basic Psychobiology** 3 3 or 4
- **Psychology 351 Learning and Behavior** 4 3 or 4
- **Psychology 354 Cognitive Psychology** 4 3 or 4

**Capstone Experience (select one)**

**Major Related Course Requirements**

- **Chemistry 211 General Chemistry I** 4 1
- **Chemistry 212 General Chemistry II** 4 1
- **Chemistry 331 Organic Chemistry I** 4 2
- **Chemistry 332 Organic Chemistry II** 4 2
- **Physics 151 General Physics I** 4
- **or Physics 261†** Physics I 4 2 or 3
- **Physics 152 General Physics II** 4
- **or Physics 262 Physics II** 4 2 or 3

**Total Hours Required in Major: 75-78**

* Students are required to earn a grade of C or better in Biology211 before enrolling in any subsequent course with a Biology prefix that is required for the major.

† Students are highly encouraged to take MAT201 and MAT202 so that students are able to take PHY261 and PHY262, although this is not a requirement for the major.

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

**Honors in Neuroscience:** In order to be considered for Honors in Neuroscience, the following requirements must be satisfied.
1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Neuroscience courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take NEU450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student’s credentials and then select those who shall receive Honors. The student’s participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Neuroscience.

***Pending New York State Education Department approval

Major in Nursing

(Bachelor of Science Degree)

At Utica College, the nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a bachelors of science (BS) in nursing. During the first two years of the traditional undergraduate nursing curriculum, students will complete all general education core and prerequisite liberal arts and sciences courses. The nursing courses will be taken in 4 semesters at the junior and senior level.

Professional nurses are liberally educated practitioners who function as primary providers of health care services to individuals, families, groups, and communities. Nurses work collaboratively with physicians, social workers, therapists, and other health professionals. Graduates of the program have opportunities in a variety of settings including acute care, community agencies, home care, and schools. All students enrolled in clinical courses must hold current certification in CPR, Basic Life Support, have health and liability insurance, and meet the health requirements of the respective agencies. Transportation is the responsibility of the student. Details about these requirements are available from the program office.

The nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), and is approved by the New York State Education Department. Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

There are three ways to earn a nursing degree at Utica College: the on-ground undergraduate program, the online RN to BS program, and the hybrid Accelerated Second Degree Nursing (ASDN) program. The on-ground program is a four-year course of undergraduate study. The RN to BS program is an online program open to student with an associate’s degree in nursing from a regionally accredited institution and a current RN license. The ASDN program is open to students with a bachelor’s degree (not in nursing) from a regionally-accredited university who have completed all major-related requirements prior to admission. The hybrid delivery combines online courses with labs and clinical study at a clinical site.

Accelerated Second Degree

This track is designed to admit non-nurse baccalaureate graduates and provide education for generalist nursing roles. Students in this track must have a bachelor’s degree (non-nursing) from a regionally accredited university, and have completed all major related requirements prior to admission. Students will take the nursing courses outlined below in a hybrid delivery model. It is accelerated because the four semesters run concurrently with only small breaks between semesters.
Learning Objectives

The objectives/competencies of the nursing program are:

• to demonstrate critical thinking through:
  • Utilization of creative problem-solving and decision-making based on theories and models in the delivery of health care to individuals across the life span, groups, and communities; and
  • Incorporation of research concepts in planning and implementing nursing care.

• to communicate in a professional manner through:
  • Utilization of concepts in human interaction in establishing effective professional relationships;
  • Appropriate use of formal and informal writing; and
  • Application of appropriate communication technologies.

• to develop professional role concepts and behaviors to meet the evolving health care needs of society through:
  • Demonstration of responsibility and accountability;
  • Recognition and implementation of care within ethical and legal parameters of professional practice;
  • Provision of culturally sensitive and culturally competent care to clients in an increasingly diverse society;
  • Commitment to evidence-based, clinically competent care in diverse settings;
  • Commitment to patient/family advocacy;
  • Collaboration with individual clients, families, and communities to promote, protect, and improve health;
  • Collaboration with interdisciplinary health care providers within strategic community partnerships;
  • Integration of management principals;
  • Incorporation of concern for social and global issues; and
  • Identification of issues and trends affecting health care delivery.

• to value learning as a lifelong process through:
  • Commitment to continuing education in professional development.

Special Requirement

The faculty at Utica College strive to provide a successful educational experience for every student. Each student is required to meet the following criteria in order to remain in the Nursing Program:

The student must:

• Complete all General education core and Major related courses prior to progression into upper-division nursing courses.
• Achieve and maintain a minimum 2.8 cumulative G.P.A. in order to progress into upper-division nursing courses.
• Achieve and maintain a minimum cumulative G.P.A. of 2.8 in all major related courses.
• Have earned 65 credits prior to entering the nursing courses.
• Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.
• Adhere to established course sequence in nursing major.
• Adhere to Utica College academic rules and regulations. (See undergraduate catalog)

Retention Criteria
1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (77%) will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Major-Related Courses
   a. A minimum cumulative G.P.A. of 2.8 is required in Major-related courses.
   b. A minimum grade of C is required for all major-related courses
   c. A student who achieves a grade of less than a C in a major-related course has one (1) opportunity to repeat the course. A maximum of two major-related courses may be repeated. Failure to achieve the minimum grade of C in the repeated course will result in academic dismissal from the nursing program.
4. Students who are placed on academic probation by the College will be suspended or requested to withdraw from the nursing major.
5. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the College and/or the program. Expected behaviors include but are not limited to:
   a. Attend all classes, labs, and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to class/lab/clinical.
   b. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
   c. Complete all assignments according to the time frame posted in the syllabus.
   d. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
   e. Demonstrate honesty and integrity in all academic and clinical settings.
   f. Contribute to the educational growth of self and fellow students.

Rules and Regulations Pertaining to Clinical Experiences
Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student’s expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student’s responsibility.

5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.

6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. **The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:**
   a. Coming to clinical under the influence of alcohol or illegal drugs.
   b. Emotional or physical jeopardy—Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.

7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
   a. Error in medication administration.
   b. Administration of a medication without having knowledge of the drug.
   c. Inaccurate recording or failure to record, medication administration.
   d. Error in administration of intravenous fluids.
   e. Failure to report changes in patient’s condition.
   f. Failure to seek supervision when necessary.
   g. Failure to report and document nursing care.
   h. Compromising patient care by inadequate preparation for clinical experience.
      i) Breach of confidentiality.
      j) Neglecting personal safety.
      k) Creating or causing personal safety hazards.
      l) Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:
   1) Inform the student immediately of the unsafe act.
   2) Provide the student with written documentation concerning the unsafe act.
   3) Review the incident and counsel the student, recommending remediation as needed.
   4) Place copy of incident report in student’s academic file.
   5) Follow the policy for reporting an incident as required by the clinical agency or institution.

Total hours required for degree: 127

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Core</strong></td>
<td>34 – 55</td>
</tr>
</tbody>
</table>
## Major Course Requirements
### (pre-licensure baccalaureate)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 311</td>
<td>Socialization to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 321</td>
<td>Foundations for Nursing Care</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 326</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 346</td>
<td>Care of Populations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 332</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 312</td>
<td>Leadership and Informatics in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 371</td>
<td>Medical/Surgical Nursing Care I</td>
<td>5</td>
</tr>
<tr>
<td>Nursing 365</td>
<td>Care of the obstetric population</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 366</td>
<td>Care of the aging population</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 333</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 411</td>
<td>Health Policy Management in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 421</td>
<td>Medical/Surgical Nursing Care II</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 423</td>
<td>Senior Nursing Care Seminar Lab I</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 444</td>
<td>Care of populations with psychiatric concerns</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 446</td>
<td>Care of the pediatric population</td>
<td>3</td>
</tr>
<tr>
<td>HLS 445</td>
<td>Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 412</td>
<td>Trends in Professional Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Nursing 465</td>
<td>End-of-Life and Palliative Care Practice</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 471</td>
<td>Advanced Medical/Surgical Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Nursing 473</td>
<td>Senior Nursing Care Seminar Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

### Total Credits: 62

## Major-Related Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101, 102</td>
<td>Human Anatomy and Physiology I, II.</td>
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<td>Biology 203</td>
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<td>Health Studies 245</td>
<td>Human Development Across the Life Span</td>
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<tr>
<td>or Psychology 223</td>
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<td>Health Studies 445</td>
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<tr>
<td>Philosophy 107</td>
<td>Ethics</td>
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<tr>
<td>or Philosophy 108</td>
<td>Professional Ethics.</td>
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<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology.</td>
<td>3, 1,2</td>
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<td>Sociology 151</td>
<td>Human Society</td>
<td>3, 1,2</td>
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<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
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<tr>
<td>or Psychology/Sociology 211</td>
<td>Statistics in the Behavioral Sciences.</td>
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</tbody>
</table>

### Total Credits: 40
Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 127 required must be in the liberal arts and sciences.

RN to BS Option
This Nursing Program offers the RN an opportunity to continue her/his education toward a baccalaureate degree in nursing. Learning experiences are designed to meet the educational, career, and personal needs of each student. New areas of knowledge build upon the student's educational and clinical experiences. Qualified candidates for this program must have an associate's degree in nursing from a regionally accredited institution and a current RN license.

RN-BS Program – Special Requirements
Each student is required to meet the following criteria in order to remain in the Nursing Program:

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (76.5%) will be required for all nursing courses.
   a. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program.
3. A minimum grade of C will be required for all major related courses.
   a. A student who achieves a grade of less than a C in a major-related course has one opportunity to repeat the course. A maximum of two major-related courses may be repeated. Failure to achieve the minimum grade of C in the repeated courses will result in academic dismissal from the nursing program.
4. Achieve and maintain a minimum cumulative G.P.A of 2.5
5. Adhere to Utica College academic rules and regulations (see the undergraduate catalog)
6. Students who are placed on academic probation by the College may be suspended or requested to withdraw from the nursing major.
7. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the College and/or the program. Expected behaviors include but are not limited to:
   a. Participate in all classes and clinical experiences. In the case of illness or an emergency, the appropriate faculty member must be notified.
   b. Prepare for class according to course requirements identified in each course syllabus.
   c. Complete all assignments in a timely manner.
   d. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
   e. Demonstrate honesty and integrity in all academic and clinical settings.
   f. Contribute to the educational growth of self and fellow students.
8. Utica College welcomes the physically challenged and in compliance with Section 504 of The Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible to inform the faculty of any need for accommodations as identified by the coordinator of learning services located in Academic support services.
9. Students may declare a minor. Minors usually require additional 15-21 credits. If a student is interested in declaring a minor, s/he is encouraged to discuss this with the director.

10. **It is the responsibility of the student to check Banner (conducting a Degree Evaluation) and make sure all courses are posted.**, if there is a discrepancy found, please notify the director via e-mail. **Instructions for running a Degree Evaluation may be found at:**

http://www.utica.edu/academic/registrar/Degree_Evaluation_Information_for_Students.pdf

**Or video instruction:**
http://www.youtube.com/watch?v=e6ZbWt2Q_40&feature=youtu.be

11. For graduation requirements, students are encouraged to review the College catalog. Of specific concern to nursing students is the requirement that 60 credits are from the liberal arts and sciences and that even when all requirements are met, the student MUST have completed the total credits required, including the required nursing courses, the required major related courses and 60 credits of liberal arts. At least 30 credits must be taken at Utica College to earn the Utica College degree. **The Degree Evaluation is the best way to plan and track your own progress.**

Total credits required for degree: 121

**Learning Objectives**
- Assimilate theories and concepts from liberal education into generalist nursing practice
- Practice leadership concepts to deliver of high quality health care
- Incorporate professional standards of moral, ethical, and legal conduct into practice
- Provide safe, competent entry –level care across the life span

**Academic Requirements**
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
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</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 311</td>
<td>Socialization to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 325</td>
<td>Health Assessment in Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 346</td>
<td>Care of Populations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 332</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 312</td>
<td>Leadership and Informatics in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 333</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>
Nursing 411  Health Policy Management in Professional Nursing ............... 2
Nursing 413  Trends and Issues in Professional Nursing Practice ............. 3
Nursing 465  End of Life and Palliative Care Practice  ....... 2

Major Related Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101,102</td>
<td>Human Anatomy and Physiology I &amp; II*</td>
<td>8</td>
</tr>
<tr>
<td>Biology 203</td>
<td>Microbiology and Lab*</td>
<td>4</td>
</tr>
<tr>
<td>Biology 113</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology 415</td>
<td>Cultures, Health and Healing</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 151</td>
<td>Human Society</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 107</td>
<td>Ethics</td>
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<tr>
<td>or</td>
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<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HLS 445 Clinical Research</td>
<td></td>
<td>3</td>
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</tbody>
</table>

One from the following group:

MAT 112 Basic Statistics
Psychology 211/Sociology 211 Statistics in the Behavioral Sciences . . . . . . 3

33

*Must be completed prior to transfer

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 121 required must be in the liberal arts and sciences.

Major in Nursing – Accelerated Second Bachelor’s Degree (Florida)

(Bachelor of Science Degree)

At Utica College, the nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a bachelor’s of science (B.S.) in nursing. This accelerated second-degree track is designed to admit non-nurse baccalaureate graduates and provide education for generalist nursing roles. Students in this track must have a bachelor’s degree (non-nursing) from a regionally accredited university, and have completed all prerequisite courses prior to admission. Students will take the nursing courses outlined below in a hybrid delivery model. It is accelerated because the four semesters run concurrently with only small breaks between semesters.

Professional nurses are liberally educated practitioners who function as primary providers of health care services to individuals, families, groups, and communities. Nurses work collaboratively with physicians, social workers, therapists, and other health professionals. Graduates of the program have opportunities in a variety of settings including acute care, community agencies, home care, and schools. All students
enrolled in clinical courses must hold current certification in CPR, Basic Life Support, have health and liability insurance, and meet the health requirements of the respective agencies. Transportation is the responsibility of the student. Details about these requirements are available from the program office.

The nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), and is approved by the New York State Education Department. Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

Utica College’s Florida campus is headquartered at 9400 4th Street North, St. Petersburg, FL 33702, (866) 890-9340. Utica College Incorporated is registered with the Florida Department of State, Division of Corporations, to do business in Florida as a non-profit corporation. Utica College is licensed by the Commission for Independent Education, Florida Department of Education, effective March 2013. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684. Utica College President Todd S. Hutton is the administrator of the Florida campus. Students will be notified of any administrative changes. The transfer of credits received by Utica College from another institution is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica College.

The program delivery is a hybrid format of online didactic delivery and hands-on clinical instruction. Didactic courses include interactive exercises that can be finished at a location and time convenient to students with an Internet connection, and repeated as often as necessary. The Canvas learning management system allows for primarily asynchronous delivery of the curriculum, with additional features to allow for synchronous communication between staff, faculty, and students. A new student orientation is delivered at the start of the first semester and includes a training session to the learning management system. For didactic courses, students are assessed through proctored exams and written coursework. Students are assessed and evaluated separately for skills lab and clinical activities by expert instructors on-site.

Florida students dissatisfied with the outcome of their grievances may appeal to the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684. Students are provided additional learning resources such as access to the Utica online library, and links to scholarly articles and video demonstration.

Hardware and software requirements are loaded into the introduction pages of every course, but can also be found through Canvas Guides online at the following website (http://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support). Technical support to both faculty and students is provided through 24/7 support services via phone, email, or online ticket submissions.

**Learning Objectives**

- Assimilate theories and concepts from liberal education into generalist nursing practice.
- Practice leadership concepts to deliver of high quality health care
- Incorporate professional standards of moral, ethical, and legal conduct into practice.
- Provide safe, competent entry -level care across the life span.

**ASDN – Special Requirement**

The faculty at Utica College strive to provide a successful educational experience for every student. Each student is required to meet the following criteria in order to remain in the Nursing Program:

The student must:

- Achieve and maintain a minimum 2.8 cumulative G.P.A. throughout the entire nursing program.
Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.

- Adhere to established course sequence in nursing major.
- Adhere to Utica College academic rules and regulations. (See undergraduate catalog)

**Retention Criteria**

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (77%) will be required for all nursing courses.
   - A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **A maximum of one nursing course may be repeated.** Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program.
   - A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Students who are placed on academic probation by the College will be suspended or requested to withdraw from the nursing major.
4. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the ASDN program and the College.
   - **Expected behaviors include but are not limited to:**
     a. Attend all labs, exams and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to lab/exam/clinical.
     b. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
     c. Complete all assignments according to the time frame posted in the syllabus.
     d. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
     e. Demonstrate honesty and integrity in all academic and clinical settings.
     f. Contribute to the educational growth of self and fellow students.

**Rules and Regulations Pertaining to Clinical Experiences**

Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. **All students must provide their own transportation to clinical settings.** Parking at clinical facilities is at the student’s expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student’s responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:
   a. Coming to clinical under the influence of alcohol or illegal drugs.
   b. Emotional or physical jeopardy—Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.

7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
   a. Error in medication administration.
   b. Administration of a medication without having knowledge of the drug.
   c. Inaccurate recording or failure to record, medication administration.
   d. Error in administration of intravenous fluids.
   e. Failure to report changes in patient’s condition.
   f. Failure to seek supervision when necessary.
   g. Failure to report and document nursing care.
   h. Compromising patient care by inadequate preparation for clinical experience.
   i. Breach of confidentiality.
   j. Neglecting personal safety.
   k. Creating or causing personal safety hazards.
   l. Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:
   1. Inform the student immediately of the unsafe act.
   2. Provide the student with written documentation concerning the unsafe act.
   3. Review the incident and counsel the student, recommending remediation as needed.
   4. Place copy of incident report in student’s academic file.
   5. Follow the policy for reporting an incident as required by the clinical agency or institution.

Total hours required for degree: 127

Academic Requirements

Transfer Credits ........................................... 31 – 65

The transfer of credits received by Utica College from another institution is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica College.

Major Course Requirements
(pre-licensure baccalaureate)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 311</td>
<td>Socialization to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 321</td>
<td>Foundations for Nursing Care</td>
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### Programs of Study

<table>
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<tr>
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<tbody>
<tr>
<td>Nursing 326</td>
<td>Health Assessment</td>
<td>3</td>
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<td>Nursing 346</td>
<td>Care of Populations and Communities</td>
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<td>Nursing 332</td>
<td>Pathophysiology</td>
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<td>Nursing 312</td>
<td>Leadership and Informatics in Professional Nursing</td>
<td>3</td>
</tr>
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<td>Nursing 371</td>
<td>Medical/Surgical Nursing Care I</td>
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<td>Nursing 365</td>
<td>Care of the Obstetric Population</td>
<td>3</td>
</tr>
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<td>Nursing 366</td>
<td>Care of the Aging Population</td>
<td>3</td>
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<td>Nursing 333</td>
<td>Pharmacology</td>
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<td>Nursing 411</td>
<td>Health Policy Management in Professional Nursing</td>
<td>2</td>
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<tr>
<td>Nursing 421</td>
<td>Medical/Surgical Nursing Care II</td>
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<td>Nursing 423</td>
<td>Senior Nursing Care Seminar Lab I</td>
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<td>Nursing 444</td>
<td>Care of Populations with Psychiatric Concerns</td>
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<td>Nursing 446</td>
<td>Care of the Pediatric Population</td>
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<tr>
<td>Nursing 412</td>
<td>Trends in Professional Nursing</td>
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<td>Nursing 465</td>
<td>End-of-Life and Palliative Care Practice</td>
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<td>Nursing 471</td>
<td>Advanced Medical/Surgical Nursing</td>
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<td>Nursing 473</td>
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### Major Related Requirements

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<tr>
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<td>Statistics in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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</tbody>
</table>
Major in Philosophy
(Bachelor of Arts Degree)

The study of philosophy has been fundamental to the education of people in all great civilizations. The major offers a thorough grounding in the history of philosophy, ethics, logic and critical thinking. An examination of the nature and historical development of the most fundamental ideas of Western philosophy is included, as is the systematic study of major theories of ethics and logical and epistemological principles. The objective is to foster the abilities students require to understand and evaluate the competing claims of different value systems and alternative world views.

Total credit hours required for degree: 120

Learning Objectives

Students should know:
- The fields into which philosophy is divided and the major issues within each field
- The basic tenets of major figures in ancient, modern and contemporary philosophy
- The basic tenets of historically significant moral theories

Students should be able to demonstrate:
- An ability to interpret philosophical texts written in the analytic tradition
- An ability to interpret philosophical arguments
- An ability to interpret explanations, including moral and causal explanations
- An ability to avoid fallacies, confirmation bias, and the uncritical acceptance of ideas, including one's own ideas

Students should be able to apply:
- Metaphysical concepts, such as logical possibility and truth, and epistemological concepts, such as epistemic justification and evidence, to philosophical issues
- Important moral concepts, such as moral justification and consent, to philosophical issues
- Moral theories to ethical issues

Students should be able to evaluate:
- An argument by assessing the truth of the premises and the support they provide for the conclusion
- Explanations, including moral and causal explanations

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>
Major Course Requirements
All of the following:

- Philosophy 101 Critical Thinking ......................... 3 1,2
- Philosophy 205 History of Ancient Philosophy .......... 3 2,3,4
- Philosophy 206 History of Modern Philosophy .......... 3 2,3,4
- Philosophy 315 Theories of Knowledge ................... 3 3,4
- Philosophy 375 Symbolic Logic .......................... 3 3,4

One of the following: .............................................. 3
- Philosophy 107 Ethics ........................................ 1,2
- Philosophy 108 Professional Ethics ........................ 1,2

Seven philosophy courses (at least four at 300-level or higher): .... 21

Major-Related Course Requirements
One of the following: .............................................. 3
- History and Philosophy of Science 126
  The Rise of Modern Science: ....................... 1,2
  Aristotle to Newton
- History and Philosophy of Science 127
  The Development of Modern Science: ............... 1,2
  Newton to Einstein

One of the following (to be determined in consultation with advisor): 3
- One 200-level or higher course in history ................. 2,3,4
- One 200-level or higher course in quantitative reasoning . 2,3,4

Honors Requirement (optional, by invitation only)
- Philosophy 490 Readings in Philosophy ................. 3 4

45 or 48

Electives
The student must complete sufficient elective course to earn at least the minimum credit hours required for the degree, and at least 90 of the 120 required credit hours must be in the liberal arts and sciences.

Minor in Healthcare Ethics
The goal of this minor is to foster the ethical thinking skills required to be a caring and successful healthcare professional. The minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in healthcare and related fields. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours: 15
Basic Ethics Component

One of the following:

- Philosophy 107 Ethics
- Philosophy 108 Professional Ethics
- Philosophy 205 History of Ancient Philosophy

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<tr>
<td>1,2</td>
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<td>2,3,4</td>
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Advanced Ethics Component

Both of the following:

- Philosophy 385 Healthcare Ethics
- Philosophy 305/505 Ethical Issues in Contemporary Science and Technology

<table>
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<tr>
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<tbody>
<tr>
<td>6</td>
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</table>

Relevant Topics Component

Two courses at 300-level or higher:

<table>
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<tr>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

(courses to be determined in consultation with Chair of Philosophy; may be philosophy or non-philosophy courses; must be related to, but not required for, the student’s major; must have ethical content)

Minor in Philosophy

This minor is designed to provide an introduction to the discipline of philosophy and to complement various programs of study in other disciplines. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 21

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
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<tr>
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</tr>
</tbody>
</table>

Minor in Philosophy of Justice

This minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in law, criminal justice or government. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

The main goal of the program is help students develop the ethical and logical thinking skills required to be successful professionals. A second goal is to help stu-
students gain entrance into law or graduate school by preparing them for the LSAT or GRE exam, and by having completion of the minor indicated on their transcripts.

Total credit hours: 15

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>1,2</td>
<td></td>
</tr>
<tr>
<td>2,3,4</td>
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<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Ethics Component**

One of the following:

- Philosophy 107 Ethics
- Philosophy 108 Professional Ethics
- Philosophy 205 History of Ancient Philosophy

**Critical Thinking Component**

One of the following:

- Philosophy 101 Critical Thinking
- Philosophy 206 History of Modern Philosophy

One of the following:

- Philosophy 315 Theories of Knowledge
- Philosophy 375 Symbolic Logic

**Relevant Topics Component**

One of the following:

- Philosophy 335 Philosophy of Law
- Philosophy 345 Political Ethics
- Philosophy 425 Theories of Justice

One course at 300-level or higher: (course to be determined in consultation with Chair of Philosophy; may be a philosophy or non-philosophy course; must be related to, but not required for, the student's major; must have philosophical content related to law, justice or government)

**Major in Physics**

*(Bachelor of Arts Degree, Bachelor of Science Degree in Physics and Programs in Engineering)*

Utica College offers B.A. and B.S. degrees in physics, and both 2 – 2, and 3 – 2 transfer options in engineering. All programs share a common body of courses for the first two years.

Physics is the science concerned with the nature of matter, energy, and the inter-relationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics.

Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

The **B.A. in physics** is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law,
management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

The **B.S. in physics** is designed for students who wish to practice applied physics or research in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

The **2 – 2 transfer option in engineering** provides the basic courses typically found in the first two years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science, mathematics, and introductory engineering at Utica College. After two years, students transfer to an engineering school to complete their work at the junior-senior level, and they will receive their degree from that institution. Utica College students have successfully transferred into engineering programs at Syracuse, Clarkson, RIT, and Union among others.

The **3 – 2 transfer option in engineering** is similar to the 2 – 2 program but includes another year of study at Utica College in which students take more physics, math, and core courses for a total of at least 96 hours. With this additional course work, students will transfer to an engineering school where they will take junior level engineering courses. Upon the completion of 32 hours at the transfer college (and receipt of an official transcript), students will earn a B.A. in physics from Utica College. When the students have satisfied the requirements from the engineering school, typically after another year of study there, they will earn a second degree, in engineering. In effect, one year of college work counts for the degree at two institutions, and students will have a liberal arts degree in addition to the engineering degree. This degree should be considered by those seeking a career in technical management.

**Learning Objectives**

*BA students will be able to demonstrate an understanding of:*

- **Mechanics**, including the use of Free Body Diagrams; Newton's Laws of Motion; Equilibrium of a Particle in 2 and 3 Dimensions; Torques/Moments in 2 and 3 Dimensions; Equilibrium of a Rigid Body; Structural Analysis of Trusses; Friction; Kinematics of a Particle in 2 and 3 Dimensions; Force and Acceleration Analysis of a Particle; Energy and Work Analysis of Particle; Momentum and Impulse Analysis of a Particle; Relativistic Mechanics, including The Theory of Special Relativity.

- **Electricity and Magnetism**, including Electric Forces and Coulomb's Law; the Electric Field for point charges and for continuous charge distributions; Electric Flux and Gauss's Law; the Electric Potential; Electric Potential Energy and its connection to Work; Conductors and Insulators; Resistors and Resistance; Electric Currents; Kirchhoff’s Laws; Direct Current Circuits, including R, RC and RLC Circuits; Magnetic Fields; The Lorentz Force Law; Ampere's Law; Reactance; Alternating Current Circuits, including R, RC, RLC Circuits.

- **Quantum Physics**, including Black Body Radiation and Planck's Theory; the Photoelectric Effect; Matter Waves and De Broglie's Understanding; The Bohr Atom and Atomic Spectra; The Wave Function and Born's Interpretation; Expectation Values; the Time-Dependent and Time-Independent Schrodinger Equation; Solutions of Schrodinger's Equation in 1, 2 and 3 Dimensions; and the Hydrogen Atom.
BS students will be able to demonstrate an understanding of

- **Mechanics**, including the use of Free Body Diagrams; Newton's Laws of Motion; Equilibrium of A Particle in 2 and 3 Dimensions; Torques/Moments in 2 and 3 Dimensions; Equilibrium of a Rigid Body; Structural Analysis of Trusses; Projectile Motion in 2 Dimensions; Momentum and Angular Momentum; Energy and Work; Simple Harmonic Motion; Oscillations, including Damped Oscillations; the Calculus of Variations; the Lagrangian and Lagrange's Equation; the Hamiltonian and Hamilton's Equations; Relativity Mechanics, including the Theory of Special Relativity.

- **Electricity and Magnetism**, including Electric Forces and Coulomb's Law; the Electric Field for point charges and for continuous charge distributions; Electric Flux and Gauss's Law; the Electric Potential; Electrical Potential Energy and its connection to Work; Conductors and Insulators; Dielectrics, including Linear Dielectrics; Polarization of Charges, Resistors and Resistance; Electric Currents; Kirchhoff's Laws; Direct Current Circuits, including R, RC and RLC Circuits; Reactance, Alternating Current Circuits, including R, RC, and RLC Circuits; Magnetic Field, the Lorentz Force Law; Ampere's Law; the Magnetic Vector Potential; Diamagnetism, Paramagnetism and Ferromagnetism; Electromagnetic Induction, including Faraday's Law; Maxwell's Equations of Electrodynamics.

- **Quantum Physics**, including Black Body Radiation and Planck's Theory; the Photoelectric Effect; Matter Waves and De Broglie's Understanding; the Bohr Atom and Atomic Spectra; the Wave Function and Born's Interpretation; Expectation Values; the Time-Dependent and Time-Independent Schrodinger Equation; Solutions of Schrodinger's Equation in 1, 2, and 3 Dimensions; the One-Electron Atom; Angular Momentum; Quantum Statistics, including Boltzmann, Bose-Einstein and Fermi-Dirac Distributions; Applications of Quantum Physics to Solid State Physics, Nuclear Physics and/or Elementary Particle Physics.

### Common Academic Requirements for Physics and Engineering
(see also General Education Core in the “Undergraduate Program” section of this catalog)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
<td></td>
<td></td>
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<tr>
<td>Major Course Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics 163</td>
<td>How Things Work</td>
<td>3 (in core)</td>
<td>1</td>
</tr>
<tr>
<td>Physics 261</td>
<td>Physics I</td>
<td>4 (in core)</td>
<td>2</td>
</tr>
<tr>
<td>Physics 262</td>
<td>Physics II</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Physics 363</td>
<td>Modern Physics</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Physics/Engineering 323</td>
<td>Statics &amp; Dynamics</td>
<td>4</td>
<td>2,3</td>
</tr>
<tr>
<td>Physics/Engineering 351</td>
<td>DC and AC Electronics</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Major-Related Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3 (in core)</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>Calculus II</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 301</td>
<td>Calculus III</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics 302</td>
<td>Calculus IV</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry 211</td>
<td>General Chemistry I</td>
<td>4 (in core)</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 212</td>
<td>General Chemistry II</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 101</td>
<td>Computer Science I</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 23

### Additional Course Requirements

#### 2 – 2 OPTION IN ENGINEERING:

No additional requirements at Utica College

#### 3 – 2 OPTION IN ENGINEERING (B.A. from Utica College, 96 Hours plus 32 transfer hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (any level)</td>
<td>Physics Electives</td>
<td>6</td>
<td>2,3</td>
</tr>
<tr>
<td>Physics (300,400 level)</td>
<td>Physics Electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 317</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 12

#### B.A. IN PHYSICS (128 Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 317</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Biology 211</td>
<td>General Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Geology 225</td>
<td>Physical Geology</td>
<td>4 (in core)</td>
<td>2,3</td>
</tr>
</tbody>
</table>

**Total:** 7

#### B.S. IN PHYSICS (128 Hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 461</td>
<td>Classical Mechanics</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Physics 462</td>
<td>Electricity &amp; Magnetism</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Physics 471</td>
<td>Introduction to Quantum Physics I</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Physics (300,400 level)</td>
<td>Physics Elective</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Mathematics 317</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15

### Free Electives

Students in the 3 – 2 engineering option must take a sufficient number of free electives to reach a total of 96 hours at UC. They must transfer 32 hours to UC from their engineering school. Students majoring in physics take sufficient free electives to reach a total of 128 hours at UC and should consult with their adviser on elective courses of particular interest for a specific career path.
Major in Psychobiology***
(Bachelor of Science Degree)

The Psychobiology Major is an integrative and interdisciplinary program of study focusing on the biological bases of behavior, cognition, learning, emotion, sensation, perception, and memory. This major provides an opportunity for students to integrate their studies from a psychological and biological perspective, giving students a unique perspective in the classroom and in careers where skills and knowledge developed from combined studies in both fields will be valuable.

The major will allow students to pursue a variety of post-graduate and professional experiences related to biological sciences, health, medicine, neurobehavioral sciences, neuroscience, and psychology that emphasize the integration of biology and behavior. Other career options available to those with this major include areas in education, public affairs, personnel analysis, and science writing in which courses in psychology, biology, and other sciences are useful.

Total credit hours required for the degree: 128

Learning Objectives

Students graduating with a degree in Psychobiology will:
- integrate biological and psychological principles to better understand the biological bases of behavior, cognition, learning, emotion, sensation, perception, and memory;
- demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of psychobiology;
- be familiar with and use primary literature in the field of biology and psychology;
- be able to analyze and present scientific data using statistical inference and statistical software;
- have skills in oral and scientific presentation of experimental design and data; and
- perform activities that promote and nurture scholarship and skills for life-long learning.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>

Major Course Requirements

Foundations of Psychobiology

| Biology 101 | Human Anatomy and Physiology I . . . | 4 | 1 or 2 |
| Biology 211* | General Biology I . . . . . . . . . . . | 4 | 1 |
| Biology 212 | General Biology II . . . . . . . . . | 4 | 1 |
### Programs of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 202 Advanced Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td><em>Research Methods in Psychobiology</em></td>
<td></td>
</tr>
<tr>
<td>Psychology 211 Statistics in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Biology 231 Research Methods in Biology I</td>
<td>3</td>
</tr>
<tr>
<td>Biology 232 Research Methods in Biology II</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 312 Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td><em>Essentials of Psychobiology</em></td>
<td></td>
</tr>
<tr>
<td>Biology 321 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Biology 338 Animal Behavior with laboratory</td>
<td>3,1</td>
</tr>
<tr>
<td>Biology 343 Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Biology 463 Neuropharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 464 Sensory Biology</td>
<td>3</td>
</tr>
<tr>
<td>or Psychology 343 Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 347 Basic Psychobiology</td>
<td>3</td>
</tr>
<tr>
<td><em>Electives (9 cr. –at least 3 cr. in BIO and 6 cr. in PSY)</em></td>
<td></td>
</tr>
<tr>
<td>Biology 322 Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 324 Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 327 Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 362 Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 363 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 351 Learning and Behavior</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 352 Motivation and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 354 Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 363 Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 405 Evolutionary Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 453 Theories of Learning</td>
<td>3</td>
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<tr>
<td><em>Capstone Experience (select one)</em></td>
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<tr>
<td>Psychobiology 450 Senior Research</td>
<td>3</td>
</tr>
<tr>
<td>Psychobiology 495 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td><em>Major-Related Course Requirements</em></td>
<td></td>
</tr>
<tr>
<td>Chemistry 211 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 212 General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Hours Required in Major: 71-72

* Students are required to earn a grade of C or better in BIO211 before enrolling in any subsequent course with a Biology prefix that is required for the major.

Note: Students who plan on graduate study may need to complete CHE331-CHE332, PHY151-152 or PHY261-262, and MAT201.
Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

Honors in Psychobiology: In order to be considered for Honors in Psychobiology, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Psychobiology courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take PSB450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Psychobiology.

***Pending New York State Education Department approval.

Major in Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas, (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisers.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisers' recommendations and their own particular needs.
Students considering public school teaching as a career should refer to the programs in education - see academic programs or download our current catalog.

Total credit hours required for degree: 120

**Learning Objectives**

*Students will be able to:*
- Demonstrate familiarity with the major subfields of psychology.
- Demonstrate an understanding of statistical inference and probabilistic reasoning as applied to psychology.
- Demonstrate an understanding of how the scientific method is applied to sound research design in psychology.
- Demonstrate an ability to communicate psychological concepts clearly and effectively in writing.
- Demonstrate an ability to use American Psychological Association citation style, construct written reports conforming to APA style, and avoid plagiarism.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
</tr>
</tbody>
</table>

**General Education Core** .................. 34 – 55

**Major Course Requirements**

| Psychology 101 | Introduction to Psychology ............. 3 1 |
| Psychology 202 | Advanced General Psychology ........... 3 1,2 |
| Psychology 211 | Statistics in the Behavioral Sciences ... 3 2 |
| Psychology 312 | Research Methods in Psychology ......... 4 2,3 |
| Psychology 406 | History of Psychology .................. 3 4 |
|               |                                           16 |

One course from each category. At least one of these courses must include a psychology laboratory. .................. 19 3,4

**Clinical**

Psychology 311 Psychological Testing and Assessment
Psychology 311L Laboratory in Psychological Testing
Psychology 361 Abnormal Psychology
Psychology 462 Theories of Personality

**Developmental**

Psychology 223 Life Span Developmental Psychology
Psychology 321 Infancy and Childhood
Psychology 322 Adolescence
Psychology 327 Adulthood and Aging
Social/Cognitive
Psychology 331  Social Psychology
Psychology 331L Laboratory in Social Psychology
Psychology 337  Industrial and Organizational Psychology
Psychology 354  Cognitive Psychology (includes laboratory)

Neuroscience
Psychology 343  Sensation and Reception (includes laboratory)
Psychology 347  Psychobiology

Learning
Psychology 256  Principles of Behavior Change
Psychology 351  Learning and Behavior (includes laboratory)
Psychology 352  Motivation and Emotion
Psychology 453  Theories of Learning

Senior Experience*
Psychology 411  Senior Seminar
Psychology 412  Research Seminar
Psychology 470  Practicum in Psychology

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, Psychology 489-499, in lieu of the Psychology 411, 412, or 470. Consult your adviser and the catalog for other requirements.

Psychology Electives
(May include ANT 375, PCL 323, PCL 373, PCL 374, PCL 375, PCL 377, PCL 423) .............................................. 6 3,4

Elective Sequence
Nine hours of related coursework approved by the student's adviser. Courses used in this sequence may not be used to fulfill the student's core requirements. Completion of a double major or a minor fulfills this requirement. ....................... 9 3,4

Additional Course Requirements
Students desiring to earn the B.S. degree in Psychology must take two additional courses in the major at the 300- or 400-level ................................. 6 3,4

50-56

Note: Psychology courses taken in an online (distance education) format after matriculation at Utica College cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Minor in Psychology

The minor in psychology is designed to provide an additional area of competency for those students majoring in other areas. Students should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18
## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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</tbody>
</table>

## Psychology Electives

To be selected from at least four of the following five categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical</strong></td>
<td>Psychology 311 Psychological Testing and Assessment</td>
</tr>
<tr>
<td></td>
<td>Psychology 311L Laboratory in Psychological Testing</td>
</tr>
<tr>
<td></td>
<td>Psychology 361 Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td>Psychology 462 Theories of Personality</td>
</tr>
<tr>
<td><strong>Developmental</strong></td>
<td>Psychology 223 Life Span Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>Psychology 321 Infancy and Childhood</td>
</tr>
<tr>
<td></td>
<td>Psychology 322 Adolescence</td>
</tr>
<tr>
<td></td>
<td>Psychology 327 Adulthood and Aging</td>
</tr>
<tr>
<td><strong>Social/Cognitive</strong></td>
<td>Psychology 331 Social Psychology</td>
</tr>
<tr>
<td></td>
<td>Psychology 331L Laboratory in Social Psychology</td>
</tr>
<tr>
<td></td>
<td>Psychology 337 Industrial and Organizational Psychology</td>
</tr>
<tr>
<td></td>
<td>Psychology 354 Cognitive Psychology</td>
</tr>
<tr>
<td><strong>Neuroscience</strong></td>
<td>Psychology 343 Sensory/Perceptual Processes</td>
</tr>
<tr>
<td></td>
<td>Psychology 343L Laboratory in Sensory/Perceptual Processes</td>
</tr>
<tr>
<td></td>
<td>Psychology 347 Psychobiology</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Psychology 256 Principles of Behavior Change</td>
</tr>
<tr>
<td></td>
<td>Psychology 351 Learning and Behavior</td>
</tr>
<tr>
<td></td>
<td>Psychology 352 Motivation and Emotion</td>
</tr>
<tr>
<td></td>
<td>Psychology 453 Theories of Learning</td>
</tr>
</tbody>
</table>

Note: Psychology courses taken in an online (distance education) format after matriculation at Utica College cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.
Major in Psychology-Child Life

(Bachelor of Science Degree)

This program is designed for individuals who wish to enhance their understanding of children and families. The major features an interdisciplinary approach, drawing from the fields of psychology, early childhood education, sociology, and anthropology. The faculty includes professionals from all of these disciplines. Students gain knowledge of normal human development while working with healthy children in applied settings.

The child life specialists concentration prepares students to meet the psychological needs of children and adolescents who are chronically or acutely ill. Child life specialists help ease the trauma of hospitalization by providing emotional support for patients and their families; structuring a program of therapeutic play and activities; working with parents; using knowledge of child development to enhance the hospital environment; and acting as the child’s and family’s advocate in the often confusing world of the hospital.

Specialized course work focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of disabled and hospitalized young people. The concentration culminates in an internship in a hospital or other health care facility. The program is based on the guidelines formulated by the professional organization of child life specialists – The Child Life Council.

The child studies concentration considers the impact on children of a number of common stressful situations. Students completing this concentration will have an opportunity to expand their repertoire when supporting children in settings such as day care centers, schools, community agencies, and facilities serving emotionally disturbed children and youth. This concentration culminates in an internship in one of the above mentioned agencies.

Students in the child life specialty concentration must pass Bio 101 and Bio 102. All majors must achieve a minimum of C in each of the other major and major related courses.

Students completing the B.S. in psychology-child life (either track) may be admitted directly into the M.S. program in childhood education if they meet predetermined criteria. Students should see the director of teacher education or the director of psychology-child life for further information.

For placement opportunities, please contact the program director.

Each student's academic file will be reviewed every semester. If the student does not meet the program criteria and follow the rules and regulations pertaining to the Academic Program, he/she will be dismissed from the program. In the case of dismissal, a letter outlining the reasons for dismissal will be issued from the department to the student. Upon receipt of the reason for dismissal, the student can appeal the decision.

Students must have a grade of “C” or better in all major and major-related courses, with the exception of BIO 101 and BIO 102, which each must be passed with a grade of “D” or higher. Students will be allowed to repeat each major and major-related course only ONCE in order to meet this requirement. If upon repeating the course the requirement is not met, the student will be dismissed from the major.

Students must have a minimum overall college grade point average (GPA) of 2.0. Some internship sites require a minimum GPA of 3.0 in major & major-related courses and/or a minimum overall GPA of 3.0 in order to apply for an internship.

Students who are placed on academic probation by the College for two consecutive semesters will be dismissed from the Psychology-Child Life Major.

Students must demonstrate the professional and ethical behaviors required for successful performance in the practice of child life specialty and child development as
noted by faculty and clinical educators, and in compliance with the Child Life Council and National Association for Education of Young Children Code of Ethics. Students are expected to maintain standards of professional behavior within the academic, fieldwork, and internship settings.

Eligibility for Internship

- Each student will be reviewed and approved by the Psychology-Child Life faculty. Students must demonstrate, in prior course work, the potential to competently perform the role and responsibilities of a child care professional working in whichever setting they are concentrating in. In addition to the academic concerns, the student’s character, ethical behavior and professionalism will be considered.

- All course work must be completed prior to the internship.

- Students must comply with all internship preparation requirements as set forth in PCL 471 and 472.

- Students are required to interview at a minimum of 2 sites chosen in consultation with and approved by the Psychology-Child Life Department.

Internship Preparation and Internship Sequence

Students must successfully complete PCL 471 in the semester that occurs one year before the semester of the scheduled internship.

Students must successfully complete PCL 472 in the semester that occurs just before the semester of the scheduled internship.

If during PCL 472 a student decides to postpone the scheduled internship and/or does not successfully secure an internship placement by designated deadlines, then, with the department faculty concurring, the student must work with the Internship Coordinator to re-schedule the internship for an agreed upon date. The student must comply with all pre-requisites determined by the Internship Coordinator before completing the re-scheduled internship.

Total credit hours required for degree: 120

Learning Objectives

Students will be able to:

- write reflectively about theory, research and application.

- apply theory and research in practice.

- develop knowledge of and engage in professional behavior in their internship setting.

- develop a family-centered philosophy and have a strong foundation in growth and development.

- respect and assess the unique needs of each individual child.

- meet the Child Life Competencies set forth by the Child Life Council.
Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

Credit  Year
Hours Taken

General Education Core ........................................... 34 – 55

Major Course Requirements
(Some of the following may be used to satisfy core requirements.)

Psychology 101  Introduction to Psychology ............. 3  1
Psychology-Child Life 123  Childhood Services ........... 1  1
Psychology-Child Life 214  Developmental Research Methods .... 3  2
Psychology 256  Principles of Behavior Change ........ 3  2,3
Psychology-Child Life 272L  Community Practicum .......... 0  2,3
Psychology-Child Life 272  Community Practicum Seminar ... 2  2,3
Psychology 321  Infancy and Childhood .................. 3  2
Psychology-Child Life 323  Early Intervention .......... 3  3
Psychology 322  Adolescence .............................. 3  2
Psychology 366  Individuals with Disabilities .......... 3  3
Psychology-Child Life 373  Play as Curriculum .......... 3  3
Psychology-Child Life 374  The Helping Relationship .... 3  3

Choose one of the following:
Psychology 237  Group Dynamics: Introduction to Group
Development and Group Process, or 3
Psychology 276  Addictions Counseling, or
Sociology 233  The Family ..................................... 3

Choose one of the following:
Anthropology 415  Cultures, Health, and Healing, or .... 3
Sociology 252  Racial and Cultural Minorities, or .... 3
Communication Arts 325  Intercultural Communication .... 3

Choose one of the following:
Education 314  Children’s Literature, or ............... 3
Therapeutic Recreation 152  Recreational and Adventure Activities, or 4
Criminal Justice 221  Issues in Juvenile Justice ........... 3

39/40

Major-Related Concentration
(Each major must select one of the following concentrations.)

CHILD-LIFE SPECIALIST CONCENTRATION
Psychology-Child Life 271  Introduction to the Child Life Speciality 3
Biology 101, 102  Anatomy and Physiology .................. 8
Psychology-Child Life 474  Psychosocial Care of Hospitalized Children and Adolescents .... 3
<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies 309</td>
<td>3</td>
</tr>
<tr>
<td>Psychology-Child Life 375</td>
<td>3</td>
</tr>
<tr>
<td>Psychology-Child Life 471</td>
<td>1</td>
</tr>
<tr>
<td>Psychology-Child Life 472</td>
<td>1</td>
</tr>
<tr>
<td>Senior Year Experience:</td>
<td></td>
</tr>
<tr>
<td>Psychology-Child Life 475</td>
<td>12</td>
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</table>

### CHILD STUDIES CONCENTRATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology-Child Life 377</td>
<td>3</td>
</tr>
<tr>
<td>Psychology-Child Life 423</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 311</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 311L</td>
<td>1</td>
</tr>
<tr>
<td>Psychology-Child Life 471</td>
<td>1</td>
</tr>
<tr>
<td>Psychology-Child Life 472</td>
<td>1</td>
</tr>
<tr>
<td>Senior Year Experience:</td>
<td></td>
</tr>
<tr>
<td>Psychology-Child Life 475</td>
<td>12</td>
</tr>
</tbody>
</table>

### Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

*Students wishing information about the psychology-child life retention policy should consult with their academic adviser.

### Major in Public Relations

*(Bachelor of Science Degree)*

Public relations is a dynamic field that involves expertise in building and managing relationships between an organization and its specific publics or audiences such as employees, consumers, communities, and government. Public relations practitioners are highly sought after in business, government, education, sports, health care, and human service organizations.

Public relations professionals are skilled in counseling, problem solving, conflict resolution, writing, speaking, and campaign/event planning. Their efforts create understanding and acceptance of policies, decisions, products, and services that strengthen reputation and result in organizational success.

UC public relations majors are provided with a broad general education as well as specialized training in public relations principles and practices, research, strategic planning, writing, and media techniques. UC public relations graduates are working in all segments of the field: as public relations counselors and public relations firm executives; corporate communications directors and specialists; media relations and event planners; writers, editors, and desktop publishers; researchers and department heads for Fortune 500 companies; sports marketing and promotion; and fund raising and not-for-profit public relations.

Total credit hours required for degree: 120
Learning Objectives

A graduate will be able to:

- Write logically, clearly, precisely and persuasively on a professional level.
- Understand the scientific method of inquiry and display research-related writing skills.
- Make effective oral presentations.
- Demonstrate a basic understanding of and competence using computer and multimedia technology needed for entry-level public relations jobs.
- Behave professionally and operate effectively in a professional environment.
- Apply the four-step public relations strategic process: research, planning, communication tactics and evaluation.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>31 – 60</td>
</tr>
</tbody>
</table>

Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 130</td>
<td>Tangerine Practicum</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>Journalism Studies 133</td>
<td>UC TV Practicum</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>Journalism Studies 181</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>Journalism Studies 261L</td>
<td>Newswriting Lab</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
<td>Publication Design</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations 182</td>
<td>Introduction to Public Relations</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>Public Relations 372</td>
<td>Publicity and Public Relations Writing</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations 375</td>
<td>Public Relations Research and Planning</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations 385</td>
<td>Public Relations Campaigns</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations 450</td>
<td>Field Work in Public Relations</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations 482</td>
<td>Cases and Problems in Public Relations</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations

Students must select one concentration from either General Public Relations or Sports Communication.

General Public Relations Concentration

Choose 5 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 101</td>
<td>Introduction to Contemporary Business</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Management 201</td>
<td>Principles of Integrated Management</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Management 202</td>
<td>Applied Integrated Management</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Marketing 311</td>
<td>Elements of Integrated Marketing Communication</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Program</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Journalism</td>
<td>276</td>
<td>Television Field Production</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>336</td>
<td>Media Programming Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>364</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>372</td>
<td>Essentials of News Photography</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>461</td>
<td>Web Writing and Design</td>
<td>3</td>
</tr>
<tr>
<td>Journalism</td>
<td>467</td>
<td>Communication Law</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations</td>
<td>400</td>
<td>Public Relations Topics</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>305</td>
<td>Group Problem Solving and Decision</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>325</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>341</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>237</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>215</td>
<td>Public Opinion and Political Behavior</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: A maximum of four Journalism courses can be applied to this concentration.

**SPORTS COMMUNICATION CONCENTRATION**

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations</td>
<td>285</td>
<td>Sports &amp; The Media</td>
<td>3</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

Select one from:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>241</td>
<td>Television Sportscast</td>
<td>3</td>
<td>2, 3</td>
</tr>
<tr>
<td>Journalism</td>
<td>374</td>
<td>Sportswriting</td>
<td>3</td>
<td>2, 3, 4</td>
</tr>
</tbody>
</table>

Select one from:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations</td>
<td>395</td>
<td>Sports Information and Public Relations</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>396</td>
<td>Sports Marketing Communication</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>397</td>
<td>Sports Event Planning &amp; Management</td>
<td>3</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

Select one from:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations</td>
<td>300</td>
<td>Topics In Sports Communication</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>433</td>
<td>The Olympics</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>435</td>
<td>Sports and Television</td>
<td>3</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

Select one from:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations</td>
<td>454</td>
<td>The Business of Sports</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>456</td>
<td>Athlete Management &amp; Representation</td>
<td>3</td>
<td>3, 4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>458</td>
<td>Sports Law</td>
<td>3</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

*Students wishing information about the public relations retention policy should consult with their academic adviser.*
Programs of Study

Major in Public Relations and Journalism
(Bachelor of Science Degree)

Experience has demonstrated that there is a great deal of cross-over among professionals who make their careers in public relations and journalism, and therefore the combined program in public relations and journalism studies is devised to provide graduates with an educational background that will make them proficient in both fields. Required courses in the combined program include the basic courses which are required in both public relations and journalism. Graduates of the combined program find positions in public relations, daily and weekly publications, radio, television, and the magazine field.

Total credit hours required for degree: 120
Total credit hours required for the major (of which at least half must be at the 300 level or above): 54

Learning Objectives

Graduates will be able to:

• Write competently on a professional level (i.e., write clear, concise, grammatically correct stories). - AND - Write logically, clearly, precisely and persuasively on a professional level.

• Gather information through the use of traditional and digital media, and then write and/or produce accurate news stories on deadline.

• Use relevant technologies to create and distribute journalistic work across multiple media platforms.

• Behave professionally and operate effectively in a professional environment.

• Demonstrate understanding of the historical significance and practical implications of mass communications.

• Understand the scientific method of inquiry and display research-related writing skills.

• Apply the four-step public relations strategic process: research, planning, communication tactics and evaluation.

• Make effective oral presentations.

• Demonstrate a basic understanding of and competence using computer and multimedia technology needed for entry-level public relations jobs.

Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Taken</td>
</tr>
</tbody>
</table>

General Education Core ................................. 34 – 55
## Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations 182</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations 372</td>
<td>Publicity and Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations 375</td>
<td>Public Relations Research and Planning</td>
<td>3</td>
</tr>
<tr>
<td>Public Relations 482</td>
<td>Cases and Problems in Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 130</td>
<td>Tangerine Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 181</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 259</td>
<td>Broadcast News Writing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 261L</td>
<td>Newswriting Lab</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 276</td>
<td>Television Field Production</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 364</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
<td>Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 401</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 461</td>
<td>Web Writing and Design</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 467</td>
<td>Communications Law</td>
<td>3</td>
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</tbody>
</table>

One from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 362</td>
<td>Reporting Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 371</td>
<td>Advanced Reporting Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

One from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations 450*</td>
<td>Field Work in Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 450*</td>
<td>Field Work in Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

**50**

## Major Electives

In consultation with your adviser, select six additional credits from public relations and/or journalism studies at the 200-level or above. JLM 290, JLM 390, JLM 490, PRL 390, PRL 490, PRL 450, PRL 470, JLM 450 and JLM 470 may not be used to fulfill this requirement.

## Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

*Students wishing information about the public relations-journalism studies retention policy should consult with their academic adviser.*
Minor in Recreation Leadership

This minor is designed to provide students with skills, adaptability, and creativity for working in a variety of settings. It is especially suitable for those students majoring in programs such as: Criminal Justice, Health Studies, Psychology, Psychology-Child Life, and Public Relations with a Sports Communication Concentration. The curriculum has been carefully designed to include theory and practical application.

Total credit hours required for minor: 16

Required Courses:

- Therapeutic Recreation 106 History and Philosophy of Recreation 3
- Therapeutic Recreation 201 Outdoor Recreational Pursuits 3
- Therapeutic Recreation 256 Leadership, Analysis, and Modification of Therapeutic Recreation Interventions 4
- Therapeutic Recreation 302 Leisure Counseling 3
- Therapeutic Recreation 315 Leisure, Health, and Wellness 3

Major in Risk Management and Insurance

(Bachelor of Science Degree)
(Concentrations in Insurance and Risk Management)

The Risk Management and Insurance Major is designed to prepare undergraduates for positions within the risk management and insurance industry. This is an exciting discipline that has tremendous opportunities and applications. Students will learn about the quantitative aspects of risk and portfolio valuation, risk management best practices for corporations, risk transfer, risk retention, alternative methods, and insurance operations. Addressing risk through measurement and management reduces uncertainty that corporations, individuals, and small businesses are confronted with. A thorough understanding of risk management is a valuable asset in business. Students are encouraged to select career options in insurance including claims, underwriting, and customer representatives. Careers in risk management and portfolio analysis or financial planning are also possibilities. For students with an interest in a specialized sector of insurance or health care they may be interested in health care administration. Entrepreneurial ventures benefit from sound risk management policies. There are numerous applications for the quantitative and qualitative skills that are included in this major.

Total credit hours required for degree: 120

Learning Objectives

Graduates from this program will be able to:

- demonstrate analytical and critical thinking skills.
- demonstrate effective oral communications skills.
- demonstrate effective written communications skills.
- demonstrate quantitative skills.
- demonstrate an awareness of the global business environment.
- demonstrate competence in the use of technology.
• identify and analyze legal and ethical issues in business.
• demonstrate knowledge of the risk management process.
• demonstrate fundamental knowledge of quantitative risk analysis.
• demonstrate knowledge of insurance and non-insurance risk management techniques.
• demonstrate knowledge of risk management best practices for businesses.

### ACADEMIC REQUIREMENTS

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>34 – 55</td>
</tr>
</tbody>
</table>

#### General Education Core

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201 Financial Accounting</td>
</tr>
<tr>
<td>ACC 202 Managerial Accounting</td>
</tr>
<tr>
<td>BUL 302 Law of Business: Transactions and Organizations</td>
</tr>
<tr>
<td>ECN 131 Principles of Microeconomics</td>
</tr>
<tr>
<td>ECN 141 Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECN 241 Statistics</td>
</tr>
<tr>
<td>ECN/FIN 343 Money and Banking</td>
</tr>
<tr>
<td>FIN 333 Corporate Finance</td>
</tr>
<tr>
<td>FIN 351 Financial Management</td>
</tr>
<tr>
<td>ECN 348 Business and Economic Forecasting</td>
</tr>
<tr>
<td>FIN 357 Financial Planning and Portfolio Analysis</td>
</tr>
<tr>
<td>MAT 143 &amp; 144 Mathematical Analysis for Business and Economics I and II</td>
</tr>
<tr>
<td>MAT 201 Calculus I</td>
</tr>
<tr>
<td>RMI 273 Introduction to Risk Management and Insurance</td>
</tr>
<tr>
<td>RMI 483 Risk Management</td>
</tr>
</tbody>
</table>

One 300- or 400-level course in Accounting, Economics, Finance, Management, Marketing, or Risk Management and Insurance, or one course in Mathematics at the 200-level or higher

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<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>42-45</td>
</tr>
</tbody>
</table>
Concentration in Insurance
Select four of the following:
RMI 325 Principles of Insurance: Life, Health, and Annuities
RMI 326 Principles of Insurance: Property and Liability
RMI 415 Employee Benefits
RMI 445 Enterprise Risk Management
RMI 470 Internship ........................................ 3,4
Elective 300- or 400-level course in Economics, Finance, or Risk Management and Insurance ................................... 12

Concentration in Risk Management
Select four of the following:
FIN 352 Investments
RMI 367 Derivative Markets
RMI 375 Quantitative Analysis of Risk
RMI 445 Enterprise Risk Management
RMI 470 Internship ........................................ 3,4
Elective 300- or 400-level course in Economics, Finance, or Risk Management and Insurance ................................... 34-55

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences.

Minor in Risk Management and Insurance
The minor in risk management and insurance is designed to allow students who are majoring in other areas to explore this field and its many career potentials.
Total credit hours required for minor: 21

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting ................. 3</td>
</tr>
<tr>
<td>Finance 333</td>
<td>Corporate Finance .................. 3</td>
</tr>
<tr>
<td>RMI 273</td>
<td>Introduction to Risk Management and Insurance ................ 3</td>
</tr>
<tr>
<td>RMI 325</td>
<td>Principles of Insurance: Life, Health, and Annuities ............. 3</td>
</tr>
<tr>
<td>RMI 326</td>
<td>Principles of Insurance: Property and Liability ................ 3</td>
</tr>
<tr>
<td>RMI 483</td>
<td>Risk Management .................. 3</td>
</tr>
</tbody>
</table>
Choose one of the following courses:

- Business Law 301  The Legal Environment of Business
- RMI 367  Derivatives Markets
- RMI 375  Quantitative Financial Analysis of Risk
- RMI 470  Internship in Risk Management and Insurance

Major in Sociology and Anthropology

*(Bachelor of Arts Degree)*

*Concentrations in Archaeology, Criminology, Cultural Anthropology, Gender, Teacher Education*

Anthropology and sociology are closely related sciences which seek to understand the human world. Traditionally, anthropology has studied human biology and language, as well as culture, with an emphasis on pre-industrial societies. Sociology has concentrated on social institutions and social behavior, with an emphasis on contemporary industrial nations. Together they provide a broad, holistic understanding of the nature of human beings, human culture, and human social organization.

A major in sociology and anthropology is designed to meet the needs of those who are interested in pursuing social service, business, government, education, or academic careers in which knowledge of social processes is necessary.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

**Learning Objectives**

*Students will be able to:*

- demonstrate knowledge of the core concepts of sociology and anthropology.
- demonstrate knowledge of the methods of sociological and anthropological research methods.
- demonstrate knowledge of the major theoretical perspectives in sociology and anthropology.
- demonstrate knowledge of diversity within and between societies across geographic regions.
- demonstrate knowledge of careers in sociology and anthropology.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Taken</td>
<td>34 – 55</td>
</tr>
</tbody>
</table>

General Education Core
Major Course Requirements

Anthropology 101  Introduction to Anthropology ....... 3  1,2
Sociology 151  Human Society ......................... 3  1,2
Anthropology 205  Human Beings in Evolutionary Perspective ................................. 3  2,3
Sociology/Psychology 211 or Mathematics 112
Statistics in the Behavioral Sciences
or
Basic Statistics .............................. 3  2,3
Sociology/Psychology 211
Ant/Sociology 312  Social Science Research Methods ...... 3  3,4
Ant/Sociology 405  Sociological Theory .................. 3  3,4
Ant/Sociology 423  Senior Seminar (12 hours; six credit hours 3  4 from each field) .......................... 12  2,3,4

Students pursuing social studies teacher certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select either Anthropology 251 or Sociology 252 as one elective.

Major-Related Course Requirements

Select one of the following sets of major or major-related course requirements:
Concentration in Archaeology, Criminology, Cultural Anthropology, Gender or Teacher Education Concentration. Students who are pursuing certification in middle childhood (grades 5 – 9) or adolescence (grades 7 – 12) must select the Teacher Education Concentration.

ARCHAEOLOGY CONCENTRATION
Concentration Requirement
ANT 267 – Introduction to Archaeology

Choose 9 hours of Electives
ANT 335/535 - Forensic Anthropology
ANT 345/545 – Historical Archaeology
ANT 347/547 – Archaeological Field School
ANT 323 – Archaeology of North America and the Caribbean
ANT 525 – Ancient Cities
ANT 527 – Religion in the Ancient World
Topics Courses as approved by the Chair

CRIMINOLOGY CONCENTRATION
Concentration Requirement
SOC 274 – Criminology

Choose 9 hours of Electives
SOC 283 – Social Deviance
SOC 376 – Criminological Research Methods
SOC 339 – Drugs and Society
SOC 342 – Urban Sociology
SOC 389 – Family Violence
ANT 535 – Forensic Anthropology
Topics Courses as approved by the Chair
CULTURAL ANTHROPOLOGY CONCENTRATION
Concentration Requirement
ANT 297 – Peoples and Cultures

Choose 9 hours of Electives
ANT 243 – Caribbean Peoples and Cultures
ANT 251 – Native American Culture and History
ANT 274 – Cultural Anthropology: Research and Writing
ANT 300 – Selected Topics
ANT 351 – Language and Culture
ANT 362 – Magic and Religion
ANT 375 – Culture and Personality
ANT 415 – Cultures, Health and Healing
ANT 425 – Cultural Change
ANT 427 – Contemporary Issues in Mexican Culture
ANT 475 – Anthropology of Aging
Topics Course as approved by the Chair

GENDER CONCENTRATION
Concentration Requirement
ANT 257 – Introduction to Gender and Sexuality

Choose 9 hours of Electives
ANT 297 – Peoples and Cultures
ANT 375 – Cultures and Personality
ANT 415 – Cultures, Health and Healing
ANT 475 – Anthropology of Aging
SOC 233 – The Family
SOC 252 – Racial and Cultural Minorities
SOC 367 – Race, Class, Gender and Sexuality
Topics Courses as approved by the Chair

TEACHER EDUCATION CONCENTRATION
Students who complete the minor in History are exempted from the Teacher Education Concentration major-related requirements. [Note: students who are pursuing social studies certification in middle childhood (grades 5 – 9) or adolescence (grades 7 – 12) must have at least 21 credit hours in History in their total curriculum, only 12 of which will be satisfied by this concentration.]

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 126 America, 1500 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>History 127 America, 1877 to present</td>
<td>3</td>
</tr>
<tr>
<td>A course in European history</td>
<td>3</td>
</tr>
<tr>
<td>A course in Non-Western history</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences. At least 18 credit hours in the sociology and anthropology major must be taken at or above the 300 level.

NOTE: Students in the education program who intend to student teach history or social studies should note that they must maintain a minimum overall grade point average of 2.75 (4.0 scale) and have no grade lower than C (2.0) in any required major course in order to receive a favorable recommendation.
Minor in Sociology

This minor is designed to improve the career opportunities of students majoring in areas that deal with people, such as Health Studies, criminal justice, and psychology.

Total credit hours required for minor: 18

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 151</td>
<td>Human Society</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 312</td>
<td>Social Science Research Methods</td>
<td></td>
</tr>
<tr>
<td>or Sociology 405</td>
<td>Sociological and Anthropology Theory</td>
<td>3</td>
</tr>
<tr>
<td>Sociology Electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total: 18

Minor in Spanish

Spanish is one of the primary languages of the western hemisphere and is effectively the second language of the United States. In addition to its cultural value, the study of Spanish has practical usefulness to Utica College students enrolled in certain career and liberal arts areas (e.g., Health Studies, criminal justice, international studies, international business, government and politics, psychology, and education).

Total credit hours required for minor: 15

Prerequisite: Spanish 202 or equivalent.

### Required Courses

Select five courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 227</td>
<td>Spoken Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 300</td>
<td>Topics in Spanish and Latin American Cultures and Literatures</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 311</td>
<td>Spanish and Latin American Film</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 315</td>
<td>Business Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 327</td>
<td>Spoken Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 337</td>
<td>Spanish Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 347</td>
<td>Introduction to Spanish Culture</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 348</td>
<td>Latin American Cultures and Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 388</td>
<td>Introduction to Literature in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 404</td>
<td>Introduction to Applied Spanish Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 490</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

Or four courses from the above and one from the following Related Requirements [taught in English] .

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology/English 351</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>History 266</td>
<td>Modern Europe</td>
<td></td>
</tr>
</tbody>
</table>

*Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.*
Minor in Theatre

The minor in theatre covers both aspects of production and performance (acting, design, directing) and the history and literature of the theatre. There are opportunities for performance and production both as a cocurricular activity and for credit. In addition to broadening a student's understanding of the field of theatre, a minor is also particularly useful to educators, lawyers, and anyone in the communication field.

Total credit hours required for minor: 21

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre 115</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 136</td>
<td>Elements of Acting</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 333</td>
<td>Production in the Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Four of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-College 377</td>
<td>London Learning Experience</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
</tr>
<tr>
<td>English/Theatre 375</td>
<td>Literature of the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 130</td>
<td>Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 300</td>
<td>Selected Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>Theatre 340</td>
<td>Theatre Workshop*</td>
<td>1-3</td>
</tr>
<tr>
<td>Theatre 336</td>
<td>Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 400</td>
<td>Topics in Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 441</td>
<td>Directing in the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 455 &amp; 456</td>
<td>Theatre History I &amp; II</td>
<td>3</td>
</tr>
</tbody>
</table>

12

*No more than 3 credits of Theatre 130 and 340 can count towards the minor.

Major in Therapeutic Recreation

(Bachelor of Science Degree)

The Therapeutic Recreation (TR) program trains students to achieve two goals to: (a) use recreation, leisure, and play to improve or maintain physical, intellectual, emotional, and social functioning and (b) to optimize independence and satisfaction in recreation, leisure, and play for people with disabilities. The program is unique in that it is housed in the School of Health Professions and Education, which reflects the clinical-medical aspects of the major as well as the philosophical recreation foundation. The Utica College offers one of the very few programs in the nation that issues a Bachelor of Science degree in Therapeutic Recreation (instead of a degree in Recreation and Leisure Studies with a specialization or concentration in Therapeutic Recreation) so students have greater preparation. Graduates of this program meet the requirements of the National Council on Therapeutic Recreation Certification (NCTRC) and are eligible to take the certification examination and become a Certified Therapeutic Recreation Specialist (CTRS). Therapeutic Recreation graduates work in physical medicine and rehabilitation, mental/behavioral health, nursing homes and other programs serving older adults, residential care for people with developmental disabilities, youth programs, as well as community based programs for people with and without disabilities.
Students in Therapeutic Recreation are required to achieve a minimum of C in each major course, a C average in major-related courses except BIO 101 and BIO 102, and at least a B in the internship experience. Throughout their education, students are required to follow the American Therapeutic Recreation Association Code of Ethics (see: https://www.atra-online.com/welcome/about-atra/ethics). During fieldwork and internships, they are also required to follow site policies and procedures including those related to physical examinations and immunizations. Malpractice insurance is required for internships. Students who do not meet the grade, ethics, or fieldwork/internship site requirements may be removed from the Therapeutic Recreation program. Such decisions are made by the program’s full-time faculty and Chair. Students who wish to appeal the decision of the Therapeutic Recreation program may do so to the Academic Standards Committee. Students who wish to appeal the decision of the Academic Standards Committee may do so to the Provost.

Total credit hours required for degree: 124

**Learning Objectives**

- Be able to use recreation and leisure interventions to improve clients’ physical, intellectual, emotional, and social health.
- Be able to teach people the skills, knowledge and attitudes necessary to become more independent in their recreation and leisure.
- Be able to provide people with limiting conditions opportunities to engage in organized recreation and leisure.
- Be confident and effective in their work as a result of over 100 hours of volunteer work and a fifteen week, 560 hour internship.
- Meet the criteria necessary to sit for the certification exam given by the National Council for Therapeutic Recreation Certification (NCTRC), thus enabling them to become Certified Therapeutic Recreation Specialists (CTRS).
- Know the seven broad competencies of a therapeutic recreation specialist and be able to evaluate their own competence in each area prior to their internship experience
- Demonstrate proficiency in reading and summarizing research articles.

**Academic Requirements**

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Taken</td>
</tr>
</tbody>
</table>

**General Education Core. ............................** 34 – 55
Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Recreation 101</td>
<td>Introduction to Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 106</td>
<td>History and Philosophy of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 201</td>
<td>Outdoor Recreational Pursuits</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 256</td>
<td>Leadership, Analysis, and Modification of TR Interventions</td>
<td>4</td>
</tr>
<tr>
<td>Therapeutic Recreation 302</td>
<td>Leisure Counseling: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 315</td>
<td>Leisure, Health, and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 323</td>
<td>Therapeutic Recreation &amp; Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 352</td>
<td>Assessment and Documentation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 403</td>
<td>Program Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 406</td>
<td>Advancement of the TR Profession</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 413</td>
<td>Advanced TR Processes and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 469</td>
<td>Internship and Exam Preparation</td>
<td>1</td>
</tr>
<tr>
<td>Therapeutic Recreation 470</td>
<td>Internship in Therapeutic Recreation</td>
<td>12</td>
</tr>
</tbody>
</table>

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Major-related Requirements

(*Some of the following may be used to satisfy core)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101, 102*</td>
<td>Human Anatomy and Physiology I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>Psychology 101*</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology/Sociology 211*</td>
<td>Statistics in the Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>Mathematics 112*</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 245</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>Psychology 223</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>Health Studies 445</td>
<td>Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 237</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

26

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 124 required must be in the liberal arts and sciences.

* Students wishing information about the therapeutic recreation retention policy should consult with their academic adviser.
Major in Wellness and Adventure Education***

*(Bachelor of Science Degree)*

The Wellness and Adventure Education program educate students to provide and manage fitness and health promotion programs as well as includes introductory coursework related to physical education and health education. Students who wish to work with children in kindergarten through 12th grade, should select the Teacher Education Track. This is the first of two programs which prepares students to become coaches and eligible for certification as physical education and health education teachers (see the Master’s Degree in Education which completes this preparation). Students who wish to work with adults should select the Corporate Wellness Track which will prepare students to apply health promotion strategies in businesses and organizations. Students will be taught a range of methods by which health promotion can be achieved. In particular, this program emphasizes adventure education. Adventure education involves structured learning exercises characterized by perceived risk or challenge (including low and high ropes courses) and reflection. Students in the Teacher Education and Corporate Wellness Tracks participate in some or all of the adventure education courses to develop the skills needed to create meaningful, effective, and safe learning experiences. Please note that the Teacher Education track requires moderate physical activity including running, jumping, climbing, and tumbling. All students are required to meet the departmental code of professional conduct (see program website for details).

Students in the Corporate Wellness Track must earn a C or better in all major and major related classes except BIO 101 and BIO 102 for which a D is acceptable. To graduate, a cumulative GPA of 2.75 is required. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics (see: http://www.cnheo.org/ethics.html). During fieldwork and internships, they also are required to follow site policies and procedures including those related to physical examinations and immunizations. Malpractice insurance is required for internships.

Students in the Teacher Education Track will be admitted into the dual degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in year 4. Students must earn a C or better in all major and major related classes including BIO 101 and BIO 102. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics (see: http://www.cnheo.org/ethics.html) and the National Association for Sport and Physical Education Code of Conduct for P-12 Physical Education Teachers (see: http://www.shapeamerica.org/admin/loader.cfm?csModule=security/getfile&pageid=4572). During fieldwork, they also are required to follow site policies and procedures including those related to physical examinations and immunizations.

Students in the Corporate Wellness and Teacher Education Tracks who do not meet the grade, ethics, or fieldwork/internship site requirements may be removed from the Wellness and Adventure Education program. Such decisions are made by the program’s full-time faculty and Chair. Students who wish to appeal the decision of the Wellness and Adventure Education program may do so to the Academic Standards Committee. Students who wish to appeal the decision of the Academic Standards Committee may do so to the Provost.

Total credit hours required for degree: 128
Learning Objectives

- To assess participants’ health and design effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To implement effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To develop leadership skills necessary for transforming activity into positive behavior change.
- To modify programs and leadership skills to enable people with disabilities to participate in and benefit from programming.
- To demonstrate proficiency in skills related to fitness, health education, and adventure education.
- To evaluate outcomes such as program effectiveness and participant well-being.

Special Requirements

Corporate Wellness Track - Students must earn a C or better in all major and major related classes except BIO 103 for which a D is acceptable. To graduate, a cumulative GPA of 2.75 is required.

Teacher Education Track - Students will be admitted into the dual degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in year 4. Students must earn a C or better in all major and major related classes including BIO 103.

Academic Requirements

(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Hours</td>
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General Education Core. .......................... 34 – 55

Major Course Requirements

UCC 101  First Year Seminar ..................... 1 1
English 101 Written Communication I .......... 3 1,2
English 102 Written Communication II .......... 3 1,2
Oral Communication .......................... 3 1,2
Foreign Language I .............................. 3 1,2
Foreign Language II ............................ 3 1,2
Math 104 Intermediate Algebra ................ 3 1,2
or
Math 107 Introduction to Mathematics ......... 3 1,2
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<tr>
<td>Psychology/Sociology 211</td>
<td>Statistics in Behavior Sciences</td>
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<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
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<tr>
<td>Biology 103</td>
<td>Anatomy and Physiology</td>
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<td>Anatomy and Physiology I</td>
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<td>Biology 102</td>
<td>Anatomy and Physiology II</td>
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<td>Environmental Science 201</td>
<td>Introduction to Environmental Issues</td>
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<td>History &amp; Heritage</td>
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<td>Social Institutions</td>
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**Total:** 51

### Major Related Course Requirements

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<td>Psychology 207</td>
<td>Human Sexuality</td>
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<td>Biology 205</td>
<td>Human Nutrition</td>
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<td>Education 312</td>
<td>Practical Teaching Methodologies</td>
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<td>Health Studies 113</td>
<td>Understanding Alcoholism, Chem.</td>
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<td><strong>Dependency, &amp; Mental Health</strong></td>
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<td>Psychology 223</td>
<td>Life Span Developmental Psychology</td>
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<td>or</td>
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<td>Health Studies 245</td>
<td>Human Development Across the Life Span</td>
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<td>Therapeutic Recreation 323</td>
<td>Medical Conditions</td>
<td>3</td>
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<td>Sociology/Anthropology 312</td>
<td>Social Science Research Methods</td>
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<tr>
<td>or</td>
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<td>Wellness &amp; Adventure</td>
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<td>Education 465</td>
<td>Survey Research Methods</td>
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**Total:** 21
## Major Course Requirements

| Wellness & Adventure Education 101 | Introduction to Physical Education ... | 3 | 1 |
| Wells & Adventure Education 104 Personal Wellness Program | Performance Sports .................. | 2 | 1,2,3,4 |
| Wellness & Adventure Education 143 Facilitation Program | Adventure Programing & Basic Group | 3 | 1 |
| Wellness & Adventure Education 203 | Home, School & Work Safety .......... | 3 | 2,3,4 |
| Wellness & Adventure Education 204 | Social Health & Resources .......... | 3 | 2,3,4 |
| Wellness & Adventure Education 205 | Mental Health & Resources .......... | 3 | 2,3,4 |
| Wellness & Adventure Education 206 | Physical Health & Resources ........ | 3 | 2,3,4 |
| Wellness & Adventure Education 343 | Adapted Physical Education & Fitness | 3 | 3,4 |
| Wellness & Adventure Education 345 | Advanced Group Facilitation Skills ... | 3 | 2,3 |

### Corporate Wellness Track

| Wellness & Adventure Education 348 | Health Education Methods ............ | 3 | 4 |
| Wellness & Adventure Education 346 | Adventure in Business ............... | 1 | 3,4 |
| Wellness & Adventure Education 353 | Organization & Administration of Wellness Programs ............ | 3 | 3 |
| Wellness & Adventure Education 354 | The Health Care System & Health .... | 3 | 3,4 |
| Wellness & Adventure Education 453 | Assessment & Evaluation of Wellness Programs | 3 | 4 |
| Wellness & Adventure Education 480 | Corporate Wellness Internship ........ | 12 | 4 |

### Electives

| Wellness & Adventure Education 103 | Dance/Aesthetic Sports ............. | 2 | 1,2,3,4 |
| Wellness & Adventure Education 105 | Outdoor Sports ...................... | 2 | 1,2,3,4 |
| Wellness & Adventure Education 106 | Target Sports ....................... | 2 | 1,2,3,4 |
Wellness & Adventure Education 107  Net/Wall Sports ....................... 2 1,2,3,4
Wellness & Adventure Education 108  Striking/Fielding Sports ............... 2 1,2,3,4
Wellness & Adventure Education 113  Passing Sports .......................... 2 1,2,3,4
Wellness & Adventure Education 244  Technical Skills for Adventure ...... 2 2,3
Physical Education Programming Elective ............................... 1 1,3,4

**Mandatory Non-credit Bearing Workshop**
First Aid & CPR – Provided by the Red Cross or American Heart Association .... 0 3,4

**Optional Non-credit Bearing Workshop/Class**
Advanced Skills and Standards – Provided by Project Adventure ........ 0 3,4
Level 2 Practitioner Credential – Provided by Project Adventure ........ 0 3,4

**TEACHER EDUCATION TRACK**
Education 111  Introduction to Teaching ............................ 1 3
Education 301  Foundations of Literacy .............................. 3 3,4
Wellness & Adventure Education 103  Dance/Aesthetic Sports .................. 2 1,2,3,4
Wellness & Adventure Education 105  Outdoor Sports .......................... 2 1,2,3,4
Wellness & Adventure Education 106  Target Sports ............................. 2 1,2,3,4
Wellness & Adventure Education 107  Net/Wall Sports ......................... 2 1,2,3,4
Wellness & Adventure Education 108  Striking/Fielding Sports ............... 2 1,2,3,4
Wellness & Adventure Education 113  Passing Sports .......................... 2 1,2,3,4
Wellness & Adventure Education 244  Technical Skills for Adventure ...... 2 2,3
Wellness & Adventure Education 313  Programing Biomechanics ............... 3 3,4
Wellness & Adventure Education 347  Adventure Curriculum in PE, Health & Fitness 3 3,4
Wellness & Adventure Education 348  Adventure Programing for Social Emotional Learning 3 3,4
Wellness & Adventure Education 413  Motor Development ...................... 3

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<td>Physical Education Programming Elective</td>
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**Mandatory Non-credit Bearing Workshop**
First Aid & CPR – Provided by the Red Cross or American Heart Association .... 0 3,4

**Optional Non-credit Bearing Workshop/Class**
Advanced Skills and Standards – Provided by Project Adventure ........ 0 3,4
Level 2 Practitioner Credential – Provided by Project Adventure ........ 0 3,4

**TEACHER EDUCATION TRACK**
Education 111  Introduction to Teaching ............................ 1 3
Education 301  Foundations of Literacy .............................. 3 3,4
Wellness & Adventure Education 103  Dance/Aesthetic Sports .................. 2 1,2,3,4
Wellness & Adventure Education 105  Outdoor Sports .......................... 2 1,2,3,4
Wellness & Adventure Education 106  Target Sports ............................. 2 1,2,3,4
Wellness & Adventure Education 107  Net/Wall Sports ......................... 2 1,2,3,4
Wellness & Adventure Education 108  Striking/Fielding Sports ............... 2 1,2,3,4
Wellness & Adventure Education 113  Passing Sports .......................... 2 1,2,3,4
Wellness & Adventure Education 244  Technical Skills for Adventure ...... 2 2,3
Wellness & Adventure Education 313  Programing Biomechanics ............... 3 3,4
Wellness & Adventure Education 347  Adventure Curriculum in PE, Health & Fitness 3 3,4
Wellness & Adventure Education 348  Adventure Programing for Social Emotional Learning 3 3,4
Wellness & Adventure Education 413  Motor Development ...................... 3
Programs of Study

Mandatory Non-credit Bearing Workshop
Advanced Skills and Standards – Provided by Project Adventure

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Optional Non-credit Bearing or Credit Bearing Workshop/Class
Level 2 Practitioner Credential – Provided by Project Adventure
Physical Education 210 Lifeguard Training

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***Pending New York State Education Department approval

Wellness and Adventure Education/Health and Physical Education
BS-MS Program (dual degree & dual certification program)***

Teacher Education Track - This is a program of study for candidates seeking the New York State certification to teach health education and physical education, to coach, or to seek employment in adventure education, sports, recreation, and community health and wellness careers. This program is offered at the undergraduate and graduate levels. Students will be admitted into the dual degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in years 4 and 5. Students must earn a C or better in BIO 103.

Academic Requirements
(See also General Education Core in the “Undergraduate Program” section of this catalog.)

<table>
<thead>
<tr>
<th>Credit Year</th>
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General Education Core

Major Course Requirements

Wellness & Adventure Education 101 Introduction to Physical Education, Health Education, & Corporate Wellness

<table>
<thead>
<tr>
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Wellness & Adventure Education 104 Personal Performance Sports

<table>
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Wellness & Adventure Education 143 Adventure Programming & Basic Group Facilitation

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Wellness & Adventure Education 203 Home, School & Work Safety

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Wellness & Adventure Education 204 Social Health & Resources .......... 3 2,3,4
Wellness & Adventure Education 205 Mental Health & Resources .......... 3 2,3,4
Wellness & Adventure Education 206 Physical Health & Resources .......... 3 2,3,4
Wellness & Adventure Education 343 Adapted Physical Education & Fitness 3 3,4
Wellness & Adventure Education 345 Advanced Group Facilitation Skills ... 3 2,3

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**Major Related Course Requirements**

(*Some of the following may be used to satisfy core)

Biology 103* Anatomy and Physiology .......... 5 2
or
Biology 101* Anatomy and Physiology I .......... 4 2
and
Biology 102* Anatomy and Physiology II .......... 4 2
Biology 112 Human Sexuality .................... 3 1,2,3
or
Psychology 207 Human Sexuality .................. 3 1,2,3
Biology 205 Human Nutrition ..................... 3 3,4
Education 312 Practical Teaching Methodologies ... 3 4
Environmental Science 201* Introduction to Environmental Issues 3 1,2
Health Studies 113 Understanding Alcoholism, Chem... 3 1,2,3
Dependency, & Mental Health
Math 104* Intermediate Algebra .................. 3 1,2
or
Math 107* Introduction to Mathematics .......... 3 1,2
Math 112* Basic Statistics .......................... 3 1,2
or
Psychology/Sociology 211* Statistics in Behavior Sciences .......... 3 1,2
or
Economics 241* Statistics .......................... 3 1,2
Philosophy 108* Professional Ethics ............... 3 1,2
Psychology 101* Introduction to Psychology .......... 3 1,2
Psychology 223 Life Span Developmental Psychology .. 3 1,2
or
Health Studies 245 Human Development Across the Life Span 3 1,2
Sociology/Anthropology 312 Social Science Research Methods ... 3 4
or
Wellness & Adventure Education 465 Survey Research Methods .......... 3 4
Therapeutic Recreation 323 Medical Conditions ....................... 3 3

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## TEACHER EDUCATION CONCENTRATION

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Terms</th>
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<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
<td>3</td>
<td>3,4</td>
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<tr>
<td>Wellness &amp; Adventure Education 103</td>
<td>Dance/Aesthetic Sports</td>
<td>2</td>
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<td>Wellness &amp; Adventure Education 105</td>
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<td>Net/Wall Sports</td>
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<td>Biomechanics</td>
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<td>Wellness &amp; Adventure Education 347</td>
<td>Adventure Curriculum in PE, Health &amp; Fitness</td>
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<td>Wellness &amp; Adventure Education 413</td>
<td>Motor Development</td>
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### Mandatory Non-credit Bearing Workshop
- Advanced Skills and Standards – Provided by Project Adventure 0 3,4

### Optional Non-credit Bearing or Credit Bearing Workshop/Class
- Level 2 Practitioner Credential – Provided by Project Adventure 0 3,4
- Physical Education 210 Lifeguard Training 1 1,2,3,4

## Academic Requirements

Graduate (33 credits)

### Major Courses – Graduate (24 credits)
- EDU 521 Foundations of American Education (3)
- EDU 546 Physical Education Methods (3)
- EDU 547 Coaching Sports (3)
- EDU 548 Health Education Methods (3)
- EDU 615 Learning & Cognition (3)
EDU 621 Inclusive Classroom Strategies I (3)
EDU 632 Data-Based Decision Making (3)
EDU 697 Professional Development in Education: Graduate Dossier (3)

Mandatory Non-credit Bearing Workshop
First Aid & CPR – Provided by the Red Cross

Student Teaching (9 credits)
EDU 671 Student Teaching Seminar (1)
EDU 675 Student Teaching I (4)
EDU 676 Student Teaching II (4)

***Pending New York State Education Department approval

Minor in Writing
The minor in writing is designed to develop the student's proficiency in a variety of forms of written communication and is open to English and non-English majors. Although the minor does not purport to be a training program for professional writers, students will find the minor helpful in preparing for careers in business and the sciences since these require an ability to effectively use written language. Also, because writing skills increasingly are emphasized in English classes at all educational levels, students interested in teaching will find this minor particularly useful.

Total credit hours required for minor: 15

Required Courses
English 304 Advanced Composition ............... 3
English 311 Modern English Grammar ............. 3

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Any three of the following courses
Any three of the following courses:
English 307 Beginning Creative Writing ............... 3
English 315 Writing in the Professions ............... 3
English 372 Studies in Short Fiction .................. 3
English 374 Forms and Arts of Poetry ............... 3
English 406 Advanced Fiction Workshop ............. 3
English 407 Advanced Poetry Workshop ............. 3
Journalism Studies 261 Newswriting ............... 3
Journalism Studies 262 Reporting .................... 3
Journalism Studies 363 Magazine Article Writing ............... 3

9
# COURSES OF INSTRUCTION

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<td>All-College</td>
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<td>Aging Studies</td>
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<td>Animal Behavior</td>
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<td>Anthropology</td>
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<td>Arabic</td>
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<td>Biochemistry (see Chemistry)</td>
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<td>Biology</td>
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<td>Business (see Management)</td>
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<td>Business Law</td>
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<td>Chemistry and Biochemistry</td>
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<td>Chinese</td>
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<td>Communication (see Communication Arts, Journalism Studies, and Public Relations)</td>
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<td>Construction Management</td>
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<td>Criminal Justice</td>
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<td>Economic Crime Management</td>
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<td>Film</td>
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<td>Finance</td>
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<td>Fine Arts (See also Music and Theatre)</td>
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<tr>
<td>French</td>
<td>296</td>
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<tr>
<td>Geology</td>
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<td>Geoscience (see Geology)</td>
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<td>Health Care Administration</td>
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<td>History and Philosophy of Science and Technology</td>
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<td>Homeland Security and Emergency Management</td>
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<td>Human Rights Advocacy</td>
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*The figure following the title of the course indicates the credit hours per term. Courses that extend through two terms are shown as follows: 3, 3. Courses that are one term only are shown by: 3. 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 registration does not justify continuance and to make changes in curricula at any time.
Accounting

ACC 201 – Financial Accounting 3
Financial statement communication, information processing, measuring business income. Measurement and analysis of gross margin, short-term and long-term liabilities, cash flow.

ACC 202 – Managerial Accounting 3
Using accounting information for managerial decisions. Product costing, activity-based costing and activity-based management. Cost behavior and decision making, budgeting, capital investment decisions, performance evaluation. Prerequisite: Accounting 201, CSC 117 and MAT 104.

ACC 301 – Intermediate Accounting I 3
Accounting theory and financial statement disclosure requirements relating to current and long-lived assets. Compound interest concepts and their use. Prerequisites: ACC 201

ACC 302 – Intermediate Accounting II 3
Continuation of Accounting 301. Liabilities and equities accounting for income taxes, pensions, leases revenue recognition and statement of cash flows. Prerequisite: Accounting 301 and Finance 333.

ACC 303 – Cost Management 3
Decision models and methods for estimation and management of business costs, budgeting, activity-based cost systems, strategic cost management. Prerequisite: Accounting 202

ACC 304 – Income Tax Accounting 3
Federal tax regulations and their application to the taxation of individuals. Prerequisite: Accounting 202

ACC 307 – Accounting Information Systems 3
Accounting information and technology; elements of an accounting system; internal controls; business processes; documentation; systems planning and analysis; systems implementation and control. Prerequisite: Accounting 202, Computer Science 217, and junior standing.

ACC 401 – Auditing 3
Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from both internal and external audit points of view. Prerequisite: Accounting 302 and Accounting 307.

ACC 402 – Auditing Case Study 1
Comprehensive audit case study including system of internal control, testing procedures, preparation of audit adjustment and audit report. Emphasis on computer as auditing tool. Prerequisite: Accounting 401.

ACC 403 – Accounting for Multinational Business 3
Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite: Accounting 302 or the equivalent.

ACC 404 – Public Sector Financial Management 3
Public sector resource flows. Financial planning, budgeting, cost management, financial reporting, and financial statement analysis of governmental, health, educational, and not-for-profit organizations. Prerequisites: Accounting 202 and Finance 333.

ACC 405 – Accounting Problems 3
Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from
Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite: Accounting 403 or permission of instructor.

ACC 406 – Forensic Accounting & Fraud Auditing 3
Integration of accounting, auditing and fraud investigative skills. Resolution of accounting ‘irregularities.’ Use of auditing case studies for analyzing documents and internal controls, tracing funds, examining business interruption losses, and preparing and preserving evidence. Prerequisite: Accounting 302.

ACC 491 – Current Topics in Accounting 1
Update on current changes in pronouncements of the AICPA, FASB, SEC, and GASB and analysis of their effects on the contemporary accounting environment. Prerequisite senior standing.

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, budgeting, and performance evaluation.

ACC 503 – Advanced Corporate Tax 3
Study of federal tax regulations and their application to the taxation of the partnerships, corporations, estates and trusts. Prerequisite: ACC 304 or graduate standing.

ACC 506 – Health Care Accounting Processes 3
HCA students are required to have competency in understanding and using their fiscal knowledge to make mindful decisions in health care organizations. The varied internal accounting processes are reviewed and analyzed.

ACC 515 – Advanced Accounting 3
Equity method investments, Goodwill, Merger accounting for dissolutions and consolidation methods of accounting for business combinations. Accounting for variable interest entities. Prerequisite: ACC 302 or graduate standing.

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

ACC 561 – Introduction to Forensic Accounting and Fraudulent Financial Reporting 3
This course will develop the student’s understanding of what forensic accounting is. Students will also learn strategies for detecting and investigating common financial statement fraud schemes.

All-College

UCC 101 – First Year Seminar 1
Introduction to college life and work. Academic skills development, values clarification, critical thinking, problem solving, communication skills, conflict management, and cultural diversity.

UCC 200 – Selected Topics 0-3
Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 201 – College Elective 1-12
College Elective

UCC 206 – Career Strategy 1
Introduction to career skills and job search strategies. Career strategy, research, career exploration, networking tactics, cover letter composition, resume
writing, interviewing skills, business correspondence, and corporate interaction.

**UCC 259 – Honors Seminar 3**
Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

**UCC 260 – Experience Credit 1-6**
Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

**UCC 270 – Internship 1-12**
Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good academic standing. If this is a paid work experience, also register for UCC 310 - Cooperative Education.

**UCC 290 – Independent Study 1-6**
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division.

**UCC 300 – Selected Topics 1-3**
Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

**UCC 301 – Student Assistantship 1-3**
Student assist faculty members in teaching courses they have already completed with a grade of A or B. Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credits of the course for which the student is assisting. May be taken only once for credit regardless of the number of credits assigned to the assistantship.

**UCC 310 – Cooperative Education 0**
Application of classroom learning in business, industry, government, and service organizations. Client Organizations select students from among competitive applications and supervise their work. See Career Services and Cooperative Education for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

**UCC 320 – Service Learning 1**
Students complete 20 hours of service with a community organization or project, meet weekly with the course instructor, and complete written assignments stipulated on the course syllabus. Prerequisite: Permission of Instructor.

**UCC 360 – Experience Credit 1-6**
Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

**UCC 370 – Internship 1-12**
Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good standing. If this is a paid work experience, also register for UCC 310 - Cooperative Education.
UCC 377 – London Learning Experience 3

UCC 380 – Immersion Spanish in Cuernavaca, Mexico at the Universidad Internacional 1-12
Following placement test administered on-site, students will be placed in appropriate level. Seven hours of daily classes. Home stay with Mexican family. Successful completion will be equivalent of SPA 101, 102, 201, 202, 237 or 337.

UCC 390 – Independent Study 1-6
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division.

UCC 400 – Selected Topics 1-3
Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 402 – Research Assistant 1-3

UCC 460 – Experience Credit 1-6
Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

UCC 470 – Internship 1-12
Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good academic standing. If this is a paid work experience, also register for UCC 310 - Cooperative Education.

UCC 480 – International Course 1-12
Offered through the Utica College Office of International Programs or the Syracuse University Division of International Programs Abroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. OIP or DIPA works with the UC academic discipline to assign appropriate course level, title, and grade for the student's transcript.

UCC 490 – Independent Study 1-6
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division.

UCC 501 – College Elective 1-9

UCC 580 – Int’l Crse: Immersion Spanish 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.

Aging Studies

AGE 101 – Introduction to Aging 3
Historical overview of aging in the United States; its influence on; the development of current social policies; and the impact of changing demographics on future social and economic policies.

AGE 214 – Biology of Aging 3
Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Meets with BIO 214.
AGE 218 – Rural Elderly 3
Overview of rural elderly: A study and comparison of issues affecting quality of life.

AGE 273 – Introduction to Aging Network- Community Placement 1
Introduction to range of settings in the aging network. Each course focuses on a different setting. Includes in-class and field experience. May be repeated three times in different settings. Permission of instructor required.

AGE 300 – Special Topics: Aging Studies 3
Issues affecting older adults such as environmental accessibility, aging in special populations, and administration of services.

AGE 314 – Life Review 3
History of life review in the study of aging. Students will read research literature regarding life review as a part of the aging process, read life reviews and conduct their own life review projects.

AGE 315 – Aging and Intellectual/Developmental Disabilities 3
Discusses the intellectual/developmental disabilities (IDD) from a lifespan perspective and wellness approach. Includes discussion of risk factors and prevention options for older persons with IDD.

AGE 320 – Supportive and Senior Housing 3
An introduction to senior housing. The history, segments of the continuing care system, services provide, and influential factors and financing are described. An ideal housing system and future trends are addressed.

AGE 400 – Special Topics in Aging Studies 3
Exploration of aging issues through an individualized plan that integrates theory and practical experience.

AGE 411 – Aging and Mental Health 3
Typical and abnormal emotional and intellectual changes in later life are addressed. Adjustment to disability and treatment (counseling and drugs) are discussed.

AGE 490 – Capstone Project 3
Combine information and skills learned in regular courses, community placements, and other experiential learning with theory and direct this combined knowledge toward the completion of a substantial self-defined project. Prerequisites: AGE 101 and AGE/BIO 214.

Animal Behavior

ANB 420 – Animal Behavior 1
One-credit course in area of animal behavior not covered extensively in another course. Format: lectures, discussions, laboratory exercises, field work, or any combination of these. May take up to three times for credit if topics differ. Prerequisites: BIO 211, BIO 212, and BIO 232 or permission of instructor.

ANB 450 – Senior Research 3
Students conduct original research on a subject in animal behavior based on proposals generated in Psychology 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisites: BIO 231, BIO 232, or PSY 312; junior or senior standing; and permission of instructor.

ANB 495 – Senior Seminar 3
Critical analysis of current research by reading literature in the field of animal behavior to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.
Anthropology

ANT 101 – Introduction to Anthropology  3
Overview of anthropology, highlighting diversity and global scope of human experience, past and present. Biological anthropology, archaeology, linguistics and cultural anthropology.

ANT 205 – Human Beings in Evolutionary Perspective  3
Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to archaeology and physical anthropology as fields of study.

ANT 243 – Caribbean Peoples and Cultures  3
Course exposes students to past and present Caribbean peoples, cultures, and historical processes, including African, European, and indigenous contributions to Caribbean societies; plantation slavery; emancipated communities.

ANT 251 – Native American Culture and History  3
Survey of cultures of native North Americans, from original peopling of the continent to the present. Emphasizes dynamism, ingenuity, and integrity of Native American cultures, and the history of their contact with Europeans.

ANT 254 – Peoples & Cultures of Sub-Saharan Africa  3
Survey of the indigenous populations of sub-Saharan Africa; emphasis on East Africa, Nigeria, and South Africa; analysis of political, economic, religious, and family institutions; consideration of the relationship between the traditional and the present.

ANT 257 – Introduction to Gender and Sexuality  3
Examination of the major concepts and theories in social science studies of sex, gender, and sexuality, with a focus on anthropological approaches.

ANT 267 – Introduction to Archaeology  3
History and current contexts of archaeology as a discipline and profession in the United States, and basic principles and methods of archaeological practice.

ANT 274 – Cultural Anthropology: Research and Writing  3
Concentrated study of research methods and writing in ethnography and ethnology. Focuses on issues of ethics, rapport, knowledge production, and reflexivity through reading, research exercises, and research project design/presentation. Prerequisite: ANT 101

ANT 283 – Urban Anthropology  3
Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

ANT 297 – Peoples and Cultures of the World  3
Close examination of world cultures with a focus on economics, politics, gender, kinship, and religion. Prerequisite: ANT 101

ANT 300 – Selected Topics  1-3

ANT 312 – Social Science Research Methods  3
Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as SOC 312.

ANT 314 – Native American Languages  3
Provides an overview of the indigenous languages of the Americas including their structure, classification, history, endangerment, revitalization, writing, and reflection of cultural features in expressions of animacy, respect, count-
ing systems, kinship terms, possession, and vocabulary.

ANT 323 – Archaeology of North America and the Caribbean 3
Explores archaeology of North America and Caribbean. Students understand peoples and cultures from first migrants to recent past; evidence of past American Indians, European settlers, enslaved and free African Americans; recent immigrant and indigenous cultures.

ANT 335 – Forensic Anthropology 3
Basics of crime scene archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatality incident planning. Meets with ANT 535.

ANT 345 – Historical Archaeology 3
Archaeological exploration of social history of European, African, and Asian peoples in North America after 1500 C.E. Field excavation; site interpretation; archived research; artifact identification. Meets with ANT 545.

ANT 347 – Archaeological Field School 6
Practical experience in archeological fieldwork. Exploration of regional history and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites. Meets with ANT 547.

ANT 351 – Language and Culture 3
The Interrelation of culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problems of socio-linguistics and communication. Meets with ENG 351

ANT 362 – Magic & Religion in Preliterate Societies 3
Religious and magical behavior across the globe. Emphasis on major religions, magic and religion in folk society; shamanism, witchcraft, sorcery, ritual, and taboo; myths of origin, world view, and values in cross-cultural perspective.

ANT 375 – Culture & Personality 3
The individual in society, and the role of environmental, social, and cultural factors in the development of personality. Cross cultural use of projective and other type of psychological tests. The role of culture in perception, cognition, and mental illness.

ANT 400 – Special Topics in Anthropology 1-3
Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite: instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

ANT 405 – Sociology & Anthropology Theory 3
The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as SOC 405

ANT 415 – Cultures, Health, & Healing 3
Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite: Anthropology 101 or Sociology 151 or permission of instructor.

ANT 423 – Senior Seminar 3
The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as SOC 423. Prerequisite: ANT/SOC 312.

ANT 425 – Cultural Change 3
Cultural change as viewed from a variety of perspectives including small scale change, planned change, acculturation and evolutionary change. Analysis of
changes occurring in the modern world, their causes, and consequences.

ANT 427 – Contemporary Issues in Mexican Culture 3
Examination of contemporary anthropological research on themes central to contemporary life in Mexico, including migration; drug trafficking and related violence; tourism; race and ethnicity; gender; and agriculture. Prerequisite: ANT 251.

ANT 449 – Anthropology of Aging 3
Aging in a variety of cultures. Cultural differences in beliefs and practices related to the aged. Critical evaluation of aging in industrial society and of cultural-bound theories of aging.

ANT 470 – Anthropology Internship 1-6
Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required. Prerequisite: Sociology 151, 312, and permission of instructor and division dean. Meets with SOC 470.

ANT 490 – Independent Study 1-6

ANT 500 – Contemporary Topics 3

ANT 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.

ANT 527 – Religion in the Ancient World 3
Ancient religions of the Near East that led to 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 crime scene archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatality incident planning. Meets with ANT 335.

ANT 545 – Historical Archaeology 3
Archaeological exploration of social history of European, African, and Asian peoples in North America after 1500 C.E. Field excavation; site interpretation; archived research; artifact identification. Meets with ANT 345.

ANT 547 – Archaeological Field School 6
Practical experience in archaeological fieldwork. Exploration of regional history and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites. Meets with ANT 347.

ANT 551 – Contemporary Issues of Native American Life 3
Relationships 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 590 – Independent Study 3

Arabic

ARB 101 – Beginning Arabic I 3
Pronunciation and aural comprehension, elementary grammar, oral and written practice, reading of simple prose, cultural overview. Language lab required.

ARB 102 – Beginning Arabic II 3
Continuation of ARB 101 and develops further all skills, speaking, writing, and listening, to complete the novice proficiency level of Arabic.
Courses of Instruction

ARB 201 – Intermediate Arabic I 3
Reading; grammar review; oral work; translation; simple composition.
Prerequisite ARB 102 or equivalent.

Biochemistry
(see Chemistry)

Biology

BIO 090 – Pre-Anatomy & Physiology 0

BIO 101 – Anatomy & Physiology I 0,4
Structure and function of the human body, including cells, tissues, skin, and the skeletal, muscular, and nervous systems. May not be taken by biology majors except by special permission.

BIO 102 – Anatomy & Physiology II 0,4
A continuation of BIO 101 examining the structure and function of the human body including the endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive systems. Prerequisite: BIO 101

BIO 111 – Human Ecology 3
The principles of ecosystem function covering such topics as energy flow, food chains, nutrition and nutrient cycling, populations, and communities. Knowledge of these principles will be applied to the human species and its role in ecosystems. (Lecture only.) Open to all majors, but may not count as a major elective for biology majors.

BIO 111L – Human Ecology Lab 1

BIO 112 – Human Sexuality 3
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology major. Same as Psychology 207.

BIO 113 – Human Genetics 3
Fundamental principles of human genetics and the social, medical, and moral issues raised by current research in such areas as race, behavior, intelligence, and genetic engineering. (Lecture only). Open to all majors, but may not count as a major elective for biology majors.

BIO 201 – Gross Anatomy 0,4
Human anatomy with emphasis on structure and function of the neuromusculoskeletal system of the extremities and back. Laboratory involves examination and identification of these structures through dissection of human cadavers. Open only to students accepted in Occupational Therapy or Physical Therapy programs or with permission of the instructor. Prerequisite: Biology 101 and 102.

BIO 202 – Neuroanatomy & Neurophysiology 0,4
Study of the structures and function of the human nervous system as a basic for clinical treatment techniques. May not be taken by biology majors except by special permission. Prerequisite: Biology 201 or permission of instructor.

BIO 203 – Microbiology 0,4
Introduction to microbiology with emphasis on pathogenic micro-organisms, their role in disease, their inhibition and destruction; principles and techniques of bacteriology. Not open to biology majors. Prerequisites: Biology 101 and 102.

BIO 205 – Human Nutrition 3
Study of dietary factors required for human growth and health, underlying bases of these requirements, and specific
components available to meet these needs. Prerequisites or co-requisites: Chemistry 211 and Biology 102.

BIO 207 – Neurological Disorders 3
Anatomical and physiological bases for selected neurological disorders, and evidence-based treatments. Prerequisites: BIO 101 and BIO 102.

BIO 208 – Pharmacology & Pathophysiology 3
Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physiological assessment in clinical practice. Prerequisite: Biology 101, Biology 102, Chemistry 211, or permission of instructor.

BIO 211 – General Biology I 0,4
Study of life as characterized by cell organization and structure, release and utilization of energy, photosynthesis, growth and reproduction, interaction with the environment, Mendelian inheritance, genetic technology, and change over time. Laboratory experiences reflect lectures and expose students to scientific methodology, hypothesis building and testing, various qualitative and quantitative data collection and analysis.

BIO 212 – General Biology II 0,4
Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite: Biology 211 or permission of instructor.

BIO 214 – Biology of Aging 3
Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Meets with AGE 214.

BIO 231 – Research Methods I 3
Introduction to experimental design and analysis. Evaluate merit and content of primary literature, critique oral presentations by researchers, use computer spreadsheets and statistical software for data organization, graphical and written presentation, and data analysis. Co-requisites: Biology 211 or 212, or permission of instructor.

BIO 232 – Research Methods II 3
Research design and presentation. Writing research papers using specific journal format and word processing software, graphical and oral presentation of research projects, writing letters of application and resumes, and critiquing oral presentations of researchers. Prerequisites: Biology 231 or permission of instructor.

BIO 290 – Independent Study 1-3

BIO 321 – Genetics 0,4
The fundamental mechanisms of inheritance and their consequences as viewed from the molecular, cellular, organismal, and population levels. Laboratory exercises explore classical patterns of inheritance in sexually reproducing organisms. Prerequisites Biology 211, Chemistry 211 and 212, and college algebra or its equivalent.

BIO 322 – Developmental Biology 0,4
The principles of growth and development of plants and animals; analysis and formation of organ systems. The laboratory involves a descriptive and experimental study of the general principles of development in plants and animals. Prerequisites: Biology 211 and 212.

BIO 323 – Principles of Ecology 0,4
Environmental relationships of plants and animals, emphasizing community structure, population interactions and dynamics, energy relationships, and nutrient cycling. Laboratory devoted to field studies of local communities and
populations. Prerequisites: Biology 211 and 212.

**BIO 324 – Animal Physiology 0,4**
The basic physiological principles of the neurological, endocrinological, muscular, cardiovascular, digestive, reproductive, and respiratory systems. Emphasis is given to the interrelationships of the physiological process among these systems through biofeedback control in maintaining homeostasis. Laboratory topics concurrent with lecture. Prerequisites: Biology 212 and Chemistry 212.

**BIO 325 – Botany 0,4**
Plant biology investigating plant anatomy, morphology, ecology, geography, physiological adaptations, and systematics. Lecture, field, and laboratory exercises. Prerequisites: Biology 211, 212, or permission of instructor.

**BIO 327 – Cell Biology 0,4**
Study of the cell as an organism. Organization and function of sub-cellular organelles and cellular interactions in tissues, emphasis on experimental methodology. Laboratory introduces methodology and instrumentation to investigate structure-function relationships in cellular structures. Prerequisites: Biology 211, Chemistry 211 and 212.

**BIO 329 – Evolution 3**
Modern evolutionary analysis of microevolution, macroevolution, molecular evolution, population genetics, and phylogeny reconstruction. Philosophy of science and experimental design are studied as they relate to evolutionary biology. (Lecture Only.) Prerequisite: Biology 212.

**BIO 336 – Histology 0,4**
Microscopic anatomy of mammals, focusing on tissue morphology, development and organization in major organ systems. Structural aspects of differentiated tissues and related physiological function. Lecture and Laboratory. Prerequisites BIO 211 and 212.

**BIO 338 – Animal Behavior 3**
Evolutionary and ecological approach to the study of animal behavior. Identification of major patterns and processes of behavior and proximate and ultimate factors influencing behavior; discussion of classical and current methodologies for studying behavior. Prerequisites: BIO 211 And BIO 212 and a minimum GPA of 3.0 or permission of instructor.

**BIO 338L Animal Behavior Laboratory 1**
Contemporary experimental methods using an ecological and evolutionary approach to the study of animal behavior. Observational and experimental procedures will be used to study animal behavior in the laboratory and natural habitats.

**BIO 343 – Neuroscience 3**
The nervous system, from building blocks to brain, including disciplines of anatomy, physiology, cell biology, and psychophysics. Critical analysis of the primary literature. Prerequisites: Biology 211 and 212, or Chemistry 211 and 212, or Physics 151 and 152.

**BIO 362 – Endocrinology 3**
Advanced study on the functional interrelationships of the endocrine system within biological organisms. Emphasis on the endocrine system’s response to external and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite: Biology 324 or permission of instructor.

**BIO 363 – Biochemistry 3**
Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Chemistry 363. Prerequisites: Chemistry 331 and 332.
BIO 400 – Contemporary Biological Research  1
Various topics, based on research presented by guest lecturers, including those from the Asa Gray Seminars. Requires reading and discussion of the current literature presented in these talks. May be repeated once for credit.

BIO 420 – Biology of...  1
One-credit course in an area of biology not covered extensively in another course. Format: lectures, discussions, laboratory exercises, field work, or any combination of these. May take up to three times for credit if topics differ. Prerequisites: Biology 211, Biology 212, and Biology 232, or permission of instructor.

BIO 423 – Freshwater Biology  0,4
Inland freshwater habitats covering physical, chemical, and biological interrelationships. Sampling and identification of microscopic and macroscopic biota; energy cycling; morphometry; measurement and analysis of light; temperature, dissolved ions and gases. Laboratory and field work. Prerequisites: Biology 211, 212, Chemistry 211, 212, Biology 323 or permission of instructor.

BIO 428 – Zoo Animal Behavior & Husbandry  0,4
Principles of animal behavior in a zoo setting. Includes learning modern zoo techniques for observing, caring for animals, and developing enriched environments to enhance normal behavior of zoo animals, and training of zoo animals. Prerequisites: Biology 338 and 338L.

BIO 432 – Principles of Microbiology  0,4
Survey of microbial groups including bacteria, viruses, fungi, protists, and some invertebrate parasites. Bacterial structure, physiology, genetics, infection and disease, and immune response. Laboratory experience in isolation, culturing, morphological and biochemical characterization and identification; chemical and physical control of microbial growth. Prerequisites: Biology 211 and Chemistry 211 and 212.

BIO 433 – Parasitology  0,4
Parasitism, host-parasite interactions, life cycles. Classification, recovery and identification techniques, microscopic examination. Human and veterinary parasitology: socio-economic factors and the spread of parasites, vectors and disease signs and symptoms; treatment of parasites. Lecture and laboratory. Prerequisites: Biology 211, 212 or permission of instructor.

BIO 436 – Biology of Vertebrates  0,4
Vertebrate animals from an evolutionary perspective. Laboratory emphasizes comparative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite: Biology 212.

BIO 437 – Biology of Invertebrates  0,4
Survey of invertebrate animals from an evolutionary perspective, including the ecology of behavior, anatomy, and evolutionary relationships of major groups. Laboratory emphasizes comparative study of form and function of representative species. Prerequisite: Biology 212.

BIO 438 – Conservation Biology  3
Biodiversity and conservation of species and habitats including quantification of biodiversity; human-accelerated threats to biodiversity and various solutions to these threats; and the social, economic, and political dimensions of the conservation of biodiversity. Prerequisite: BIO 212.

BIO 450 – Senior Research in Biology  3
Supervised independent research at approved facilities. Two semester commitment recommended. Applications must be submitted the semester prior to starting date. May satisfy Honors Program requirements. Permission of
Courses of Instruction

department only. May be repeated once for credit.

**BIO 453 – Molecular Biology 0,4**
Emphasis on structure, function and repair of DNA, regulation of gene expression in bacteria and viruses, and applications in biotechnology. Laboratory exercises employ techniques in recombinant DNA technology in a gene cloning project. Prerequisite: Biology 321 or permission of instructor.

**BIO 454 – Immunology 3**
Advanced study of the immune system in animals. Emphasis on immunochemistry, cellular immunity, immunopathology, and role of immune system in transplantation, cancer, and AIDS. Prerequisite: Biology 327 or permission of instructor.

**BIO 455 – Virology 3**

**BIO 463 – Neuropharmacology 3**
Biological basis of how pharmaceutical drugs interact with the central nervous system and alter behavior. Examines cellular mechanisms of disease and interactions between cells and drugs, especially those treating diseases and influencing human behavior. Prerequisite: Biology 343.

**BIO 464 – Sensory Biology 3**
Examination of sensory systems including: how environmental stimuli are transduced by various sensory systems, how information is encoded, and how the brain processes and analyzes incoming information. Prerequisites: Biology 101 and 102, or Biology 243, or Biology 324.

**BIO 470 – Practicum in Biology 3**
Applied experience in a specific field of study. Interns will work with or shadow a professional in an applied area of biology, prepare a manuscript and oral presentation describing the experience. Prerequisite: 25 credits in Biology.

**BIO 489 – Honors Tutorial 3**
Open to students in the Utica College Honors Program. Original laboratory or theoretical research with a faculty member. May meet as Biology 450 or as Biology 495. Prerequisite: Biology 211 and senior standing.

**BIO 490 – Independent Study 1-3**
Individually supervised research and study.

**BIO 495 – Senior Seminar 3**
Critical analysis of research literature and integration of diverse disciplines to foster a more comprehensive understanding of issues in the biological sciences. Prerequisites: 25 credits of Biology coursework.

**BIO 499 – Honors Tutorial 3**
Open to Students in the Utica College Honors Program. Original laboratory or theoretical research with a faculty member. May meet as Biology 450 or as Biology 495. Prerequisite: Biology 211 and senior standing.

**BIO 524 – Tropical Ecology 3**
Study of relationship between tropical organisms and their environment, with special emphasis on biological diversity, 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 proximate and ultimate factors influencing behavior; discussion of classical and current methodologies for studying behavior.
Prerequisites: BIO 211 And BIO 212 and a minimum GPA of 3.0 or permission of instructor. Same as Biology 338.

BIO 538L – Animal Behavior Laboratory 1
Contemporary experimental methods using an ecological and evolutionary approach to the study of animal behavior. Observational and experimental procedures will be used to study animal behavior in the laboratory and natural habitats. Same as Biology 338L.

BIO 543 – Neuroscience 3
The nervous system, from building blocks to brain, including disciplines of anatomy, physiology, cell biology, and psychophysics. Critical analysis of the primary literature. Same as Biology 343.

BIO 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.

Business Law

BUL 301 – The Legal Environment of Business 3
Introduction to the legal system, sources of law, dispute resolution, government regulation of business, law related to employment, the environment, product liability, securities and antitrust.

BUL 302 – Law of Business Organizations 3
Law of business transactions: contracts, agency, negotiable instruments, insurance, property, and professional liability.

Chemistry and Biochemistry

CHE 103 – Chemistry and Society 3
Study of the chemical principles necessary to understand examples drawn from students’ daily experiences and current news items such as nuclear power, plastics, food, genetic technology, ozone depletion, acid precipitation, greenhouse effect, drugs, cosmetics, poisons, household chemicals. Lecture/discussion/demonstration. Model building with kits supplied.

CHE 105 – Chemistry of Every Day Things 0.4
Study of the chemistry behind everyday items, such as food, drugs, cosmetics, and plastics, through exploration using a lecture and laboratory setting.

CHE 211 – General Chemistry I 0.4
Atomic & molecular structure used to develop fundamental principles of physical and chemical properties of all matter. Modern applications of chemistry. States of matter, symmetry, reactivity, kinetics, oxidation/reduction, acid/base, organic and biochemical structures. Lecture and laboratory. High school chemistry and algebra helpful but not required.

CHE 212 – General Chemistry II 0.4
Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, non-metals, organic chemistry, biochemistry. Three hours of lecture/demonstration/discussion and three hours of laboratory per week. Prerequisite: Chemistry 211.

CHE 213 – Introduction to Chemical Research Methods 3
How chemists perform and communicate research. Experimental design, chemical analysis, use of chemical literature, use of chemical data. Communication methods including writing in ACS style, graphing and importing of graphs, written and oral presentations. Prerequisite: Chemistry 211. Corequisite: Chemistry 212.

CHE 263 – Introduction to Organic & Biochemistry 0.4
Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship
between medicine and chemistry. Lecture and laboratory. Prerequisite: Chemistry 211. Does not count toward the major in biology, chemistry or physics.

CHE 323 – Quantitative Analysis 0,5
Fundamental and modern chemical analysis. Laboratory applications and interpretations of analytical data. Gravimetry, titrimetry, optical, and electroanalytical methods. Lecture, discussion, problem solving. Six hours of laboratory per week. Prerequisite: Chemistry 212.

CHE 331 – Organic Chemistry I 0,4
Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite: Chemistry 212. Chemistry 331 prerequisite to Chemistry 332.

CHE 332 – Organic Chemistry II 0,4
Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite: Chemistry 212. Chemistry 331 prerequisite to Chemistry 332.

CHE 345 – Physical Chemistry I: Thermodynamics & Kinetics 3 3
Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as Physics 345. Prerequisites: Chemistry 212, Math 202 and one year of college physics.

CHE 346 – Physical Chemistry II: Structure 3
Quantum chemistry, spectroscopy, kinetic theory, Maxwell-Boltzmann statistics. Prerequisite: Math 202 and one year of college physics.

CHE 346L – Physical Chemistry Laboratory 1
Laboratory work in thermodynamics, kinetics, spectroscopy, and molecular modeling to accompany Chemistry 346. Prerequisites: One year of physics

Chemistry 332 and Chemistry 345 preferred. Co-requisite: Chemistry 346

CHE 350 – Research Methods 1-3
Chemical and biochemical research under the direction of a faculty member. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a research summary to the department at the end of the semester and present an oral report to a session of Chemistry 400.

CHE 363 – Biochemistry 3
Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Biology 363. Prerequisites: Chemistry 331 and 332.

CHE 363L – Biochemistry Laboratory 1
Biochemistry laboratory techniques: isolation and purification of biomacromolecules, characterization and measurement of proteins, enzymes, carbohydrates, lipids, and other compounds. Historical and contemporary methods of biochemical analysis.

CHE 390 – Independent Study 1-3
Directed studies in specialized areas of chemistry. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a written report to the department at the end of the semester and present an oral report to a session of Chemistry 400.

CHE 400 – Special Topics in Chemistry 1-3
Advanced physical, organic, inorganic, medicinal, and/or biochemistry; review of current chemical and biochemical literature; detailed examination of advanced chemical research areas. May be repeated for credit as long as the topic is different. Instructor approval only.
CHE 400L – Special Topics in Laboratory Chemistry 1,2
Advanced Analytical Laboratory
Experiments in physical, organic, inorganic computational, and/or biochemistry. May be repeated for credit as many times as desired as long as the topic is different. Instructor approval only.

CHE 405 – Environmental Chemistry 3
Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment. Prerequisite: Chemistry 332

CHE 423 – Instrumental Methods 0,5
Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week. Prerequisites: Chemistry 323 and 345. (Chemistry 345 may be taken concurrently.)

CHE 433 – Advanced Organic Chemistry 3
Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite: Chemistry 332

CHE 433L – Advanced Organic Chemistry Laboratory 1
Special problems in organic chemistry. Three hours per week. Laboratory reports required. Co-requisite: Chemistry 433

CHE 463 – Biochemistry II 3
Biological Membranes and Transport, Biosignaling, Metabolic Regulation, Urea Cycle, Biosynthesis of Amino Acids, Lipid Biosynthesis, Oxidative and Photophosphorylation, Integration of Metabolism. Prerequisite: BIO/CHE 363.

CHE 473 – Inorganic Chemistry 0,4
Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory, ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization. Prerequisite: Chemistry 345 (may be taken concurrently.)

CHE 489 – Honors Tutorial 3
Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 495 – Senior Seminar 1
Safety and environmental issues; professional expectations and ethics; employment and career opportunities; graduate school; current directions in chemical and biochemical literature; and student research. No more than two credit hours may be applied toward the Chemistry major. May not be used toward the minor in Chemistry. Prerequisite: 16 hours of Chemistry and Junior or Senior standing or instructor approval.

CHE 499 – Honors Tutorial 3
Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 505 – Environmental Chemistry 3
Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe 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.

Chinese

CHI 101 – Beginning Chinese I  3  
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

CHI 102 – Beginning Chinese II  3  
Continuation of Chinese 101.  
Prerequisite: Chinese 101 or equivalent.

Communication Arts

COM 101 – Interpersonal Communication  3  
Examines communication in everyday life. Provides a theoretical framework for developing interactional skills; focus on verbal and non-verbal message systems, meaning and interpretation, persuasion, relationships, conflict.

COM 103 – Introduction to Public Speaking  3  
Study of fundamental principles with emphasis upon organization and presentation. Practice in preparing outlines and in presenting extemporaneously a series of selected expository and persuasive speeches.

COM 130 – WPNR Practicum  1  
Participation on the staff of the campus radio station WPNR (90.7) Weekly class meeting required. Open to all majors. May be taken four times for credit.

COM 181 – Introduction to Human Communication  3  
How the development of communication practices, technologies, and institutions shape the evolution of personal identity, organizations, and societies; student self-assessment and exploration of communication careers.

COM 226 – Introduction to Media Criticism  3  
Students will develop competent assessment skills in the area of mediated communication. The course will focus on the influence of the media and the dominant theories driving criticism.

COM 237 – Introduction to Health Communication  3  
Role of human communication in various aspects of health care, including patient/caregiver relationships, cultural influences, media coverage, and political, legal, and economic implications. Prerequisites: COM 101 or COM 103.

COM 261 – Broadcasting and the Public Interest  3  
Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society.

COM 300 – Topics in Communication Arts  3  
Application of concepts and skills of communication arts to specific situations, such as gender or non-verbal communication. May be repeated once provided the topic is not the same.

COM 301 – Advanced Interpersonal Communication  3  
Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite: Communication Arts 101.

COM 303 – Public Speaking II  3  
Advanced performance course focusing on ability to research, prepare, and deliver expository speeches. Applies basic principles of public speaking to situations which will confront the busi-
ness or public relations person as well as the other individuals with public contact. Prerequisite: Communication Arts 103.

**COM 305 – Group Problem Solving and Decision Making  3**
Study of group problem-solving processes, the nature of individual and group reflective thinking; techniques of definition, research, and analysis; the nature of evidence; evaluation of effectiveness in discussion. Prerequisite: Communication Arts 101 or 103.

**COM 310 – The Motion Picture  0,1**
Informal exposure to independent, foreign language, experimental and classic motion pictures. Weekly attendance at Thursday evening film series required. May be taken three times for credit. Same as Film 310.

**COM 313 – Oral Interpretation of Literature  3**
Development of intellectual and emotional responsiveness to various forms of literature designed to increase students' expressive, critical and analytical abilities. Prerequisite: COM 103

**COM 325 – Intercultural Communication  3**
Differences and commonalities among cultural systems for interacting and interpreting; ethnocentrism and conflict development of intercultural communication competencies.

**COM 341 – Organizational Communication  3**
Human communication in the modern organization (government and industry): the communication process, communication skills useful to the individual in the organization, ways and means of analyzing the organization's communications system, and ways and means of achieving higher levels of efficiency and effectiveness in this system.

**COM 365 – Writing and Announcing for Radio/Television  3**
Introduction to radio and television as media for the writer; study of skills required for announcer and performer. Students prepare material for commercial and public service and practice delivery in the campus radio studio.

**COM 368 – Broadcast News and Society  3**
Critical examination of mode, structure, discourse, and practices of broadcast news. Role of broadcast news in democracy.

**COM 375 – Introduction to Radio Production  3**

**COM 385 – Political Communication  3**
The role of communication in all phases of politics: political socialization; public opinion and polling; electoral campaigns; social movements; congressional and judicial processes; role of the news and entertainment media; impact of new technologies.

**COM 403 – Argumentation  3**
Types, forms, construction, and criticism of argument. Theories of and approaches to study of argumentation and debate. Prerequisite: Communication Arts 103.

**COM 411 – Communication Theory  3**
Theories of human communication including definitions, functions, and levels. The role of communication in the development of the individual.

**COM 426 – Theories of Visual Communication  3**
Theories, analysis, and criticism of visual communication in film, comics, photography, advertising, and other media.
COM 461 – Rhetorical Theory and Criticism 3
History and theories of rhetoric. Understanding what rhetoric is and how rhetorical criticism helps analyze and evaluate society.

COM 470 – Communication Internship 1-6
On-site experience in an organizational setting (governmental, corporate, service, broadcast). Focus on applying and developing skills. Student and teacher determine specific learning objectives and solicit sponsoring organization. Prerequisite: permission of instructor.

COM 481 – Senior Seminar 3
Critical analysis of selected topics. Major project requiring the synthesis of communication proficiency and career possibilities. Prerequisite: permission of instructor.

COM 490 – Independent Study 1-3
COM 490 Independent Study (3) IR

COM 505 – Crisis Communication in the Organization 3
The course examines strategies and approaches used to identify and manage crises inside and outside of the organizational structure.

COM 541 – Organizational Communication 3
Examines how the quality of communication influences the operation of an organization and identifies ways in which improved communication practices and policies lead to better performance and higher morale.

COM 564 – Leadership Communication 3
Investigation of the critical role communication plays in the exercise of leadership, and of the array of skills, tactics, and strategies available for leaders to enhance organizational performance and morale.

Computer Science

CSC 101 – Computer Science I 0,3
Overview of computer science. Introduction to algorithms, elementary data structures, program design, and programming utilizing a block-structured programming language. Lecture and laboratory.

CSC 102 – Computer Science II 0,3
Continuation of Computer Science 101. Introduction to pointers, linked lists, stacks, queues, and trees. Introduction to sorting and searching algorithms. Lecture and laboratory. Prerequisite: Computer Science 101.

CSC 116 – Introduction to Interactive Media and Game Development 2
Introduction to software development and computational thinking by learning how to plan, design, implement and test multimedia applications, interactive stories, simulations, interactive art and computer games.

CSC 117 – Microcomputers and Application Software 3
Introduction to basic terminology and applications of computers including: operating systems, word processing, spreadsheets, and presentation software.

CSC 118 – The Internet: Information Retrieval and Organization 3
Basic concepts and usage of databases. Understanding and using the Internet with special emphasis on the use of search engines and directories to locate information. Using databases to organize information.

CSC 201 – Discrete Mathematics I 4
First course in abstract mathematical structures with emphasis on material needed for applications to computer science. Introduction to different number systems, data types, computer arithmetic, Boolean algebra, direct and indirect proofs, and mathematical induction. Lecture and Recitation.
CSC 217 – Computer Programming for Business Applications 3

CSC 225 – Introduction to the UNIX Operating System 0,3
Architecture of UNIX: organization, file system, process management, UNIX Shells and Shell programming, networking, security, and the Internet. Lecture and Laboratory. Prerequisite CSC 101.

CSC 300 – Topics in Computer Science 1-3
Current topics in the development of new hardware and software technology. May be repeated twice for credit in different topic areas.

CSC 301 – Discrete Mathematics II 3
Continuation of Computer Science 201. Set algebra, permutations, combinations, relations, functions, languages, and finite state machines. Prerequisite: Computer Science 201.

CSC 303 – Computer Organization & Programming 4
Digital logic, micro-programming, machine and assembly language programming. Boolean logic and its relationship to actual circuits such as adders, multiplexers, dimultiplexers, shifters, and flip-flops. Hypothetical computer is used to illustrate microprograms/interpreters. Lecture and Laboratory. Prerequisites: Computer Science 101 and 201.

CSC 316 – Object-Oriented Programming 3
Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisite: Computer Science 101 and 102.

CSC 322 – Data Structures and Algorithms 3
The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. Prerequisites: Computer Science 102 and 301. May be taken concurrently with CSC 301.

CSC 323 – Introduction to Networks 3
Topic include network types and communication models, hardware components, applications, protocols, standards, internetworking and routing concepts, OSI Model, TCP/IP, LAN and WAN networking technologies. Prerequisites: Computer Science 101.

CSC 325 – Programming Languages 3
A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisites: Computer Science 102.

CSC 343 – Database Systems 4
Design, implementation, and management of database systems with an emphasis on practical applications. Prerequisites: Computer Science 102 and 201.

CSC 390 – Independent Study 1-3
Advanced concepts in computer science. Individual independent study based on a plan of study submitted by the student and approved by the instructor and the school dean. An appropriate major project will be expected to be completed.

CSC 411 – Artificial Intelligence 3
Introduction to the field of artificial intelligence. Topics chosen from symbolic pattern matching, goal reduction, constraint propagation, problem solving, search techniques, knowledge representation, language understanding, rule

CSC 425 – Operating System Concepts 3
Principles of operating systems including: evolution to the present; concerns for the future; multiprogramming and the problems associated with it (memory management, CPU scheduling, protection, deadlock handling); file systems; virtual memory techniques; and disk scheduling. Prerequisite: Computer Science 303.

CSC 432 – Computer and Network Security 4
Fundamentals of securing computers and networks. Includes security objectives, threats, vulnerabilities, types of attacks, authentication methods, access control methods, encryption, intrusion detection, VPNs, firewalls and security as it relates to the WWW. Prerequisites: CSC 101, Criminal Justice 333 and Computer Science 323. Senior standing or Permission of Instructor.

CSC 433 – Software Engineering 0,3
Theory and practice of development of large software systems. Concepts, tools, and techniques used for project definition through implementation and maintenance. Development team approach emphasized. Prerequisite: CSC 322

CMG 103 – Plan Reading and Quantity Takeoff 3
Reading and comprehending construction drawings. Building systems, applications, components, design techniques, and methodology of building. Quantity takeoffs of various construction components. Students will quantify all the materials for the building structure, surrounding area, and utilities. Co-requisite: CMG 103.

CMG 104 – Plan Reading and Quantity Takeoff 3
Reading and comprehending construction drawings. Building systems, applications, components, design techniques, and methodology of building. Quantity takeoffs of various construction components. Students will quantify all the materials for the building structure, surrounding area, and utilities. Co-requisite: CMG 103.

CMG 117 – Construction Graphics and Applications 3
Application of word processing, spreadsheet, and presentation software. AutoCAD software in a mechanical and architectural environment. Presentations to faculty and industry personnel. Prerequisites: CMG 103, CMG 104.

CMG 221 – Methods and Materials I 3
Methods and materials used in vertical construction. Comprehensive analysis of materials, design, and specifications, installation methods, testing and inspection, and appropriate construction methodology for application. Prerequisites: CMG 103, CMG 104.

CMG 222 – Methods and Materials II 3
Advanced methods and materials, focusing on horizontal construction materials, testing procedures, material properties, design, specification, and installation methods using certified standards and guidelines. Prerequisites: CMG 221, MAT 151.

CMG 225 – Documents and Specifications 3
Comprehensive overview of construction contracts and legal principles and practices used. Construction law and dispute resolution. Contract clauses, exemptions, liabilities, documentation and records. Prerequisites: CMG 103, CMG 104.
CMG 233 – Surveying 3
Surveying techniques used in construction; introduction to geometrics. Students will develop the theory and practical application of equipment and methodology to perform a site survey. Prerequisite: CMG 103, CMG 104.

CMG 331 – Estimating I 3
Construction estimating fundamentals, defining and developing conceptual estimates, square foot estimates, unit price estimates and productivity assignments. Spreadsheets with materials, labor, and equipment needed for project costing and work packages associated with each CSI division. Prerequisite: CMG 222.

CMG 332 – Estimating II 3
Bid strategies based on detailed cost estimating techniques. Work packages for CSI divisions and work breakdown structures. Cost coding and detailed approaches to value engineering. Balanced and unbalanced. Use of specific estimating software. Prerequisite: CMG 331

CMG 336 – Mechanical and Electrical Systems 3
Primary mechanical and electrical equipment and systems. Selecting and sizing various systems. Plumbing, heating, ventilating, air conditioning, water supply, fire protection and sanitary sewage systems. Basic principles of residential and commercial electricity and illumination. Prerequisite: CMG 222 and PHY 151.

CMG 337 – Statics and Strengths of Materials 3
Comprehensive and quantitative analysis of statics and strengths of materials used in the construction industry. Loadings, forces, action and reactions placed on materials in the building process. Prerequisites: MAT 151, PHY 151.

CMG 345 – Site Planning and Equipment 3
Horizontal construction. Cost principles associated with owning and operating heavy equipment. Productivity, equipment selection, and sizing equipment as essential parts of costing heavy civil operations. Prerequisite: CMG 222.

CMG 417 – REVIT for Construction Managers 3
In-depth review of Building Information modeling (BIM) and the use of Revit in the construction management practice. Review of scheduling, data synthesis, data export, clash detection and coordination using a BIM model. Prerequisite: CMG 117.

CMG 423 – Construction Finance 3
Financial aspects of construction industry. Financial statements, budgets, cash flow, earned value, and cost coding. Topical area includes cost accounting, industry practice, forecasting, and ratio analysis. Economic indicators and the effects on the construction industry. Prerequisite: ACC 201.

CMG 436 – Temporary Structures 3
Analysis and design of structural supports, formwork, retaining walls, and cofferdams; their use in the construction industry. Concrete, steel, heavy timber, and masonry design and load calculations for temporary and permanent field applications. Prerequisite: CMG 337.

CMG 437 – Planning and Scheduling 3
Theories and applications of the planning and scheduling processes, analysis of cost, and sequencing of operations necessary to complete a project on time and within budget. Use of construction estimating and construction scheduling software. Prerequisite: CMG 332.

CMG 447 – Project Management and Safety 3
Administration and management theory, function, and documentation applied to the construction process through practical application of leadership, ethics, organization and staffing. Laboratory exercises in safety procedures, equipment, and OSHA requirements for
construction. Prerequisites: CMG 332, CMG 437.

CMG 470 – Internship 3
Experiential learning under the direction of an industry sponsor, meeting all course requirements and guided course study by career services and the internship program. A minimum of 240 hours is required. Prerequisite: Permission of Internship Coordinator.

CMG 475 – Senior Seminar 3
Students develop the project and prepare a formal presentation to industry professionals guided by faculty advisors. Focus on construction management theory and critical thinking techniques to resolve issues in the project development process. Prerequisite: CMG 447, CMG 470 and senior status.

CMG 476 – Construction Management practices in the eastern European Union - Seminar 3
A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

CMG 476L – Construction Management practices in the eastern European Union - Practicum 0
A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

Criminal Justice

CRJ 101 – Freshman Seminar in Justice Studies 1
Basic research/writing principles that should be applied to criminal justice as a field of study. Introduction to criminological research methods and APA.

CRJ 103 – Introduction to Criminal Justice 3
History, theory, and structure of the criminal justice system emphasizing substantive and procedural criminal law; police, prosecution, defense, courts, institutional and community corrections; juvenile justice subsystem.

CRJ 107 – Computer Hardware and Peripherals 3
Computer hardware and peripherals and other digital media used in commission of cyber-crimes. Hands-on examination of devices, including building, configuring, upgrading, troubleshooting, diagnosis, and repair.

CRJ 205 – Software Foundations for Cybersecurity 3
Overview and exploration of software and technology foundations for cybersecurity and information assurance majors.

CRJ 212 – American Policing 3
Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends. Prerequisite Criminal Justice 103 or equivalent.

CRJ 221 – Issues in Juvenile Justice 3
Philosophy and methods of criminal justice programs for the prevention and control of youth crime. History of juvenile justice system, police handling of juveniles, the juvenile court, detention, and treatment of offenders. Prerequisite: None
CRJ 222 – Criminal Justice Communications 3
Research, writing, oral, and visual communication skills related to criminal justice. Review of ethics, professionalism, and critical thinking involved in the criminal justice communication process. Prerequisite: CRJ 103.

CRJ 224 – American Corrections 3
Overview of probation, jails, prisons, and parole. Incarceration rationales, methods of dealing with offenders, organizational theory, inmate social systems, and program effectiveness.

CRJ 232 – Economic Crime Theory 3
Typology of economic crime. Study of theory, causation, and victimization relating to economic crimes.

CRJ 235 – American Criminal Courts 3
Legal origins of American criminal courts, court procedures and trial process, sentencing and appeals. Topics also include roles of prosecution, defense, judges, juries, the media, and the public. Prerequisites: None

CRJ 250 – Community Corrections and Sentencing Alternatives 3
Major theoretical and operational concepts related to probation, parole, and alternatives to incarceration at state and federal levels.

CRJ 300 – Special Topics in Criminal Justice 1-3
Consideration of one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit.

CRJ 303 – Policing Communities 3
Focused study of evidence-based, community-oriented policing strategies. Topics include problem-oriented policing, hot spots, multi-agency partnerships, and building community trust. Field component is required. Prerequisite: CRJ 103.

CRJ 305 – Terrorism 3
Overview of terrorism and counterterrorism in global and domestic contexts. Introduction to evolving definition and models of terrorism, causes, key events, countermeasures. Origins, structure, and activities of terrorism, and socio-cultural environments that lead to terrorism. Prerequisites: None

CRJ 307 – Homeland Security and Counter Terrorism 3
America’s National Critical Infrastructures. Safeguarding and managing them when under threat. Key asset identification, threat and vulnerability analysis, risk assessment and management, crisis and consequence management, and related Counter Terrorism technologies. Defense, government-wide, and non-government information systems. Importance of strategic and contingency planning, systems integration, and information sharing.

CRJ 311 – Emergency Management 3

CRJ 313 – Corruption and Organized Crime 3
Development of organized crime in the United States and its impact on social, economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 314 – Modern Techniques in Crime Investigation 3
Theory and practice of modern investigation methods for public and private sector agencies. Techniques and procedures for evidence collection, preservation, and presentation. Reviews investigation resources, including crime laboratory and databases. Prerequisite: Criminal Justice 103 or equivalent.
CRJ 321 – White-collar Criminology 3
History, definitions, categories, offenders, victims, trends, theories, policies, and societal reactions to corporate and other forms of white collar crime. Prerequisite: CRJ 103.

CRJ 324 – Violence in the Workplace 3
Different types of violence and how they occur in the work setting. Designed to accommodate many different areas of interest, not just law enforcement. Prerequisite: Junior Standing.

CRJ 328 – Security Administration 3
Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

CRJ 333 – Information Security 3
Protection of proprietary information in both the corporate and government sectors. Topics include: information as a resource, legal issues, policy formulation, administrative and technical remedies, and case studies.

CRJ 334 – Economic Crime Investigation 3
White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 335 – Cybercrime Law and Investigations 3
Cybercrimes, including computer crimes, Internet fraud, e-commerce, and threats to the national infrastructure. Policies, legal issues, and investigative techniques and strategies, and implications for investigation and enforcement on a global scale.

CRJ 336 – Information Privacy 3
Principles of privacy relating to non-public personal information and proprietary business or government information, including policy issues; legal, regulatory and business controls; and best practices. Prerequisite: CRJ 103 or permission of instructor.

CRJ 342 – Law and Justice 3
Understanding of criminal law by providing a framework for substantive criminal law in the United States. Emphasis on how the Constitution affects the criminal justice system and the people in it.

CRJ 343 – Law of Economic Crime 3
Government and judicial regulations of financial institutions, commercial entities, their agents, and employees in relation to economic and business crime. Constitutional issues in investigations by governmental and corporate entities in both a substantive and procedural context.

CRJ 345 – Criminal Evidence 3
Rules of evidence and trial procedures applicable to criminal cases at the state and federal levels. Student mock trial experience as witness and attorney.

CRJ 347 – Fraud Prevention and Detection Technologies 3
Types of proactive technology programs and tools used to prevent and detect the occurrence of fraud in face-to-face transactions, e-commerce and e-business. Includes development and implementation of business models for production of prevention and detection products and techniques.

CRJ 351 – Comparative Criminal Justice Systems 3
Design, operation, and legal basis for systems of justice in other countries. Governmental, political, demographic, and economic factors in past and current trends in the adjudication of offenders. Cross-cultural analysis of causes of crime and systems of justice. Prerequisite: Criminal Justice 103.
CRJ 353 – Fraud Prevention Techniques 3
Methods and techniques for fraud prevention, including assessment for risk of fraud, fraud controls, data mining and data security. Regulatory mandates and best practices. Prerequisite: CRJ 232

CRJ 354 – Payment Systems and Fraud 3
Study of modern payment systems from global perspective. Exposure to fraud within payment systems. Techniques for fraud prevention, detection, and investigation. Prerequisite: CRJ 232.

CRJ 355 – Cyber Crime Investigations and Forensics I 3
Intrusion detection methodologies, tools and approaches to incident response. Computer forensic principles, including operating system concepts, registry structures, file system concepts, boot process, and file operations. Introduction to forensic tools. Prerequisite: CRJ 103.

CRJ 356 – Cyber Crime Investigations and Forensics II 3
Digital information retrieval methods. Exercises for search, recovery, imaging, analysis, and preservation of evidence on disk drives and other storage media. Advanced topics such as disk geometry and analysis of UNIX systems.

CRJ 362 – Information System Threats, Attacks and Defenses 3
Methods and motives of cyber-security incident perpetrators, and the countermeasures employed to organizations and agencies to prevent and detect those incidences. Ethical obligations of security professionals.

CRJ 365 – Advanced Issues in Economic Crime 3
In-depth focus on specific area of economic crime. Theory and methodology, including typical fraud schemes, case studies and investigative best practices. Course may be taken twice if student studies different topic. Prerequisite: CRJ 232 and CRJ 334.

CRJ 377 – Comparative Criminal Justice: Study Abroad 3
Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as IST 377.

CRJ 382 – Administrative Issues in Criminal Justice 3
Issues in the organization and management of criminal justice agencies, including police departments, prosecutors offices, courts, jails, prisons, and community corrections.

CRJ 384 – Data Analysis in Criminal Justice 3
Introduction to the computer analysis of criminological data and descriptive and inferential statistics. Includes basic procedures for hypothesis testing, correlation, regression analysis, and analysis of continuous and dichotomous variables. Prerequisites CRJ 103 and SOC 376.

CRJ 421 – Advanced Issues in Criminal Justice 3
Explores ethical and other dilemmas confronting criminal justice professionals in the 21st century. Includes criminal justice leadership and accountability; class, race, and gender diversity; ethical decision making; and research and reform in the CJS. Prerequisite: CRJ 103

CRJ 423 – Evidence-based Crime Policy 3
Major theories of public policy making, mechanics of the process, methods of examining policy impacts, and how criminal justice policy can affect and be affected by research. Prerequisites: CRJ 103 and CRJ 384.

CRJ 435 – Computer Forensics 3
Root methods, forensic tools and procedures used in analysis of digital evidence in computer hardware, software and peripherals. Rules applicable to extraction and preservation of data and digital evidence. Prerequisite: Computer Science 303.
CRJ 438 – System Vulnerability Assessments 3  
Threats to information systems and processes for performance of audits, assessments, penetration tests, and architecture reviews. Use of tools for such studies and practical experience in conducting assessments and preparing reports. Prerequisite: CRJ 333.

CRJ 441 – Applied Legal Research and Communication 3  
Develops analytical and practical skills appropriate for those desiring to work in the legal field. Case analysis, legal research, preparation of legal memos and appellate briefs. Moot court experience is provided. Prerequisite: Government and Politics 341 or permission of instructor.

CRJ 444 – Fraud and Compliance Operations 3  
Processes and procedures unique to operationalization of fraud prevention, detection, and investigation functions in both public and private organizations, including compliance mandates. Prerequisites: CRJ 232, 334 and 353.

CRJ 455 – Cyber Crime Investigations and Forensics III 3  
Theory and techniques for tracking attackers across the Internet. Practical exercises from case studies of Internet-based crimes.

CRJ 461 – Senior Seminar 3  
Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite: permission of instructor.

CRJ 470 – Internship 6-15  
Participation on staff of criminal justice agency under co-supervision of faculty and agency personnel. Field experience, weekly readings, online discussions, and writing assignments designed to combine theory and professional practice. Prerequisite: permission of instructor.

CRJ 475 – Senior Project 3-6  
Senior level research project on policy issue determined after consultation with faculty supervisor.

CRJ 490 – Independent Study 1-6  
Upper-level applied course designed for exceptional students to further their interest in a specific field of criminological or criminal justice inquiry.

Economic Crime Management

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 applicability to today’s environment.

Economics

ECN 131 – Principles of Microeconomics 3  
Principles of economics with major emphasis on the theory of the market system (microeconomics), the economics of international trade, and current economic problems.

ECN 141 – Principles of Macroeconomics 3  
Principles of economics with major emphasis on the system as a whole (macroeconomics) and the role of government through fiscal, monetary, and other policies to maintain full employment without inflation.

ECN 241 – Statistics 3  
Application of statistical methods in management and economics. Descriptive statistics, probability, normal curve sampling, confidence, and regressions. Prerequisites: Completion of mathematics and computer requirements in com-
ponent one of core. Students may not also take for credit Psychology/Sociology 211 or Mathematics 112.

ECN 300 – Selected Topics 3

ECN 331 – Intermediate Microeconomic Theory 3
Study of the concepts and tools for analysis of the behavior of business firms in their pricing, production, purchasing, employment policies; relationship of the individual firm to the general pricing process as applied to products and productive agents under condition, and economic data. Prerequisites: Economics 131 and 141.

ECN 332 – Managerial Economics 3
Introduction to econometric models and the tools of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisites: Economics 131, 141, and 241.

ECN 341 – Intermediate Macroeconomic Theory 3
National product and income concepts, measurements, and relationships: interrelationships of the major segments of the general level of economics activity. Prerequisites: Economics 131 and 141.

ECN 343 – Money and Banking 3
Introduces student to general principles of banking and theories of money. Subjects covered are organization and control of the banking system, commercial bank functions and operation, monetary theory. Students may not take both Economics 343 and Finance 343 for credit. Prerequisites: Economics 131 and 141.

ECN 344 – Labor Problems 3
A study of the theory and operation of the American labor market with particular attention to problems of unemployment wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisites: Economics 131 and 141 or permission of instructor.

ECN 345 – History of Economic Thought 3
The evolution of economic thought during the last 300 years. The socioeconomic milieu as well as the theories of major writers are considered. Prerequisites: Economics 131 and 141.

ECN 346 – Government and Economic Life 3
Economic theory as applied to historic and current issues of public policy. Governmental planning and control of industry, resources, prices, banking, and business fluctuations. Prerequisite: Economics 141.

ECN 349 – Urban Economics 3
The theory of the location of economic activity in urban areas. Applications of location theory and welfare economics to problems of poverty, human resources, housing, transportation, and discrimination. Urban growth and development. Prerequisite: Economics 131.

ECN 375 – Health Economics 3
Economic problems faced by health care industry. Production of health care, market for health care, impact of health insurance, and role of government regulation.

ECN 401 – The Economics of Competitive Strategy 3
Application of microeconomic principles to managerial strategy. Economics of scale and scope, merger activity, transaction costs of market exchange, alternative competitive strategies.

ECN 442 – Public Finance 3
Economics of the public sector. Analysis of revenues and expenditures of federal, state, and local governments: public debt; tax incidence; tax policy; fiscal federalism; and public choice theory. Prerequisites: Economics 131 and 141.
ECN 443 – International Trade 3
Study of trade theory, international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements.
Prerequisites: Economics 131 and 141.

ECN 445 – Environmental Economics 3
Introduction to the problem of the economic obstacles in cleaning the environment. Emphasizes the deficiencies of economic theory in not accounting for the waste products of our production.
Prerequisites: Economics 131 and 141.

ECN 447 – Comparative Economic Systems 3
Comparative analysis of the different ways that countries solved their fundamental economic problems. Covers all systems from capitalism to communism.
Prerequisites: Economics 131 and 141.

ECN 448 – Business and Econ Forecasting 3
Study of methodology of forecasting business activity of individual firms, industries, and the economy. Emphasizes forecasting of business cycles and prediction of political and social events which might enter into business decisions.
Prerequisites: Economics 241 and Mathematics 144 or permission of instructor.

ECN 449 – Foreign Trade Management 3
Practical knowledge of essential techniques in export and import management.
Prerequisites: Economics 131 and 141.

ECN 470 – Internship 3-12

ECN 470 Internship (3-12) IR

ECN 474 – Economics Research Proposal 1
Reviewing the literature, developing data sources and developing a research proposal.

ECN 475 – Research Project in Economics 3
Students integrate all aspects of the major to complete and independent research project based upon a proposal developed in ECN 474, Economic Research Proposal.
Prerequisite: Economics 131, 141, 241, 331 or 332, 341 or 343, 474.

ECN 490 – Independent Study 3
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.
Prerequisite: junior standing.

ECN 511 – Economic Analysis of Public Policy Issues 3
Basic tools of economics to examine and analyze selected contemporary public policy issues.
Prerequisites: ECN 131 and ECN 141.

ECN 535 – The Economics of Health and Health Care Policy 3
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 consumers, providers, insurers, and government entities.

ECN 565 – Economics of Global Economy 3
Application of microeconomics to global economic issues, globalization, free trade, barriers to trade, economic interdependence, macroeconomic policy, economic development.
Prerequisite: ECN 141.
Education

EDU 111 – Introduction to Teaching 1
Becoming a teacher: ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco, and drug abuse; safety education fire and arson prevention; current issues. Graded on a pass/fail basis.

EDU 201 – Applied Educational Psychology 3
Cognitive processes, memory and concepts, problem solving, creativity, moral development, self concept, behaviorism, motivation, social learning, classroom management, and exceptional students. Twenty hours of fieldwork required.

EDU 215 – Diversity, Disabilities, and Success 3
Nature of students with disabilities and special health care needs; their effect on learning and behaviour. Identifying strengths, individualizing instruction, collaboration, instructional strategies. 20 hours of fieldwork in a special education setting required.

EDU 218 – Curriculum and Instruction 3
Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and inter-relationships. Taught on site at Kernan Elementary School.

EDU 301 – Foundations of Literacy 3
Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours of fieldwork in high-needs schools required.

EDU 302 – Literacy and Comprehension: Birth-Childhood 3
Advanced theory and methods of literacy development, age 0 - grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 303 – Literacy and Comprehension: Middle-Adolescence 3
Advanced theory and methods of literacy development, grades 7 - 12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 304 – Tutoring Young Scholars 1
Tutoring in local schools through the Young Scholars Program. Students who enroll must make a full semester commitment to tutor on a regular basis at least one time a week. May be repeated once.

EDU 305 – Foundations of Special Education 3
Historical, philosophical, theoretical and legal foundations of special education for students with disabilities, ages birth to 21; values, trends, issues, practices, and policies that guide the teaching of students with disabilities. 20 hours of fieldwork required.

EDU 312 – Practical Teaching Methodologies 3
Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. 20 hours of fieldwork in high-needs schools required.

EDU 314 – Children’s Literature 3
EDU 316 – Social Studies/Literacy Methods: Birth-Childhood 3
Application of literacy skills to the content and instructional materials used to teach social studies in preschool through grade six. Social studies and English Language Arts Learning Standards. 20 hours of fieldwork in high-needs schools required.

EDU 321 – Foundations of American Education 3
Examination of American public education. Includes organization, finance, administration, curriculum implementation; student evaluation; application of technology to English and Social studies; interdisciplinary planning.

EDU 325 – Assessment of Children and Youth with Special Needs 3
Assessment process in special education: observational assessment; norm-referenced standardized test; criterion-referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours fieldwork required.

EDU 326 – Childhood Special Education Methods 3
Special education services for grades 1-6: Individualized Education Plans, teaching practices, curriculum implementation, assessment, assistive technology, service delivery models, team collaboration. 15 hours of fieldwork required.

EDU 327 – Adolescence Special Education Methods 3
Special education services for grades 7-12: Individualized Education Plans and transitional planning, teaching practices, curriculum implementation, assessment, assistive technology, services delivery models, team collaboration. 15 hours of fieldwork required.

EDU 328 – Methods and Curriculum: Severe Disabilities 3

EDU 333 – Adolescent English/Language Arts Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English; interdisciplinary planning. 20 hours of fieldwork required.

EDU 334 – Adolescent Social Studies Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to Social Studies; interdisciplinary planning. 20 hours of fieldwork required.

EDU 335 – Adolescent Mathematics Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics including use of graphing calculator; interdisciplinary planning. 20 hours of fieldwork required.

EDU 337 – Adolescent Science Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the sciences; interdisciplinary planning. 20 hours of fieldwork required.

EDU 338 – Business and Marketing Education Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to business and marketing education; interdisciplinary planning. 20 hours of fieldwork required.
EDU 343 – Adolescent Foreign Language Methods 3
Lesson, unit, and course planning for teaching languages other than English; classroom management; curriculum implementation; assessment; application of theory to practice. 20 hours of fieldwork required.

EDU 344 – Science and Technology Methods: Birth-Childhood 3
Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 345 – Mathematics Methods: Birth-Childhood 3
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 348 – Health Education Methods 3
Students will learn appropriate objectives, course content, instructional materials, instructional activities, theoretical principles and curriculum for teaching health education. State and national learning standards for health and safety will be addressed. 20 hours fieldwork required. Prerequisite: EDU 312.

EDU 471 – Student Teaching Seminar 0
Discuss issues relevant to student teaching. Classroom management, professional behavior, certification supervision, portfolio development, and professional portfolio. Meets weekly. Co-requisites: EDU 475,476

EDU 475 – Student Teaching I 6
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Co-requisite: EDU 476. Permission of director required.

EDU 476 – Student Teaching II 6
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Co-requisite: EDU 475. Permission of director required.

EDU 477 – Mentored Internship I 6
For students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience with seminars and conference required. Includes discussions, written assignments, and evaluations.

EDU 478 – Mentored Internship II 6
For students with a full-time teaching position in the area of certification for a minimum of eight-weeks. Supervised teaching experience with seminars and conferences required. Includes discussions, written assignments, and evaluations.

EDU 501 – Foundations of Literacy 3
Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours field work req.
EDU 502 – Literacy and Comprehension: Birth-Childhood  3
Advanced theory and methods of literacy development age 0 - grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 503 – Literacy and Comprehension: Middle-Adolescent  3
Advanced theory and methods of literacy development, grades 7 - 12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 505 – Foundations of Special Education  3
Historical, philosophical, theoretical and legal foundations of special education for students with disabilities, ages birth to 21; values, trends, issues, practices, and policies that guide the teaching of students with disabilities. 20 hours of fieldwork required.

EDU 506 – Foundations of Teaching  0-9
Pre-service course of study. Role of education. Rights and responsibilities. Child development and learning. Instructional planning. Effective teaching strategies. State Learning Standards. Teaching children with special needs. School organization and classroom management. Educational technology. Reporting child abuse and maltreatment. Preventing alcohol, tobacco and drug abuse; child abduction; and improving safety. This course is taught in modules. All modules must be successfully completed in order to earn credit for this course.

EDU 507 – Mentoring I  1

EDU 508 – Mentoring II  1
Mentored teaching experience. Monthly observations. Weekly seminar. Co-requisites: EDU 503 (Literacy and Comprehension: Middle Adolescence) & full-time teaching assignment. Prerequisite: EDU 507 Mentoring I.

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
Basic lesson planning; effective teaching; oral 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
Application of literacy skills to the content and instructional materials used to teach social studies 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 521 – Foundations of American Education 3
Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio.

EDU 524 – Methods of Teaching in the Content Areas 3
Lesson unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the content areas; interdisciplinary planning.

EDU 525 – Assessment of Children and Youth with Special Needs 3
Assessment process in special education: observational assessment; norm-referenced standardized tests; criterion-referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours of field work required.

EDU 526 – Childhood Special Education Methods 3
Special education services for grades 1-6: Individualized Education Plans, teaching practices, curriculum implementation assessment, assistive technology, 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 and transitional planning, teaching practices, curriculum implementation assessment, assistive technology, service delivery models, team collaboration. 15 hours of field work required.

EDU 528 – Methods and Curriculum: Severe Disabilities 3
Characteristics of students with pervasive disabilities. Authentic assessment, Individualized Education Plans. Classroom accommodations, assistive technology, positive behavior supports in inclusive environments. Collaboration, community-based instruction, and educational transitions. 10 hours of field work required.

EDU 533 – Adolescent English/Language Arts Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English; interdisciplinary planning. 20 hours of field work required.

EDU 534 – Adolescent Social Studies Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to Social Studies; interdisciplinary planning. 20 hours of field work required.

EDU 535 – Adolescent Mathematics Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics including use of graphing calculator; interdisciplinary planning. 20 hours of fieldwork required.

EDU 537 – Adolescent Science Methods 3
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the sciences; interdisciplinary planning. 20 hours of fieldwork required.

EDU 543 – Adolescent Foreign Language Methods 3
Lesson, unit, and course planning for teaching languages other than English; classroom management; curriculum implementation; assessment; application of theory to practice. 20 hours of field work required.

EDU 544 – Science and Technology Methods: Birth-Childhood 3
Objectives, content, instructional materials, activities, and theoretical principles
for teaching science and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 Hours of field work required.

EDU 545 – Mathematics Methods: Birth-Childhood 3
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 546 – Physical Education Methods 3
Students will learn motor learning and development, critical skills for teaching physical education, and content specific pedagogy: fitness, games/sports, and movement. 20 hours fieldwork required. Prerequisite: EDU 312 or EDU 512.

EDU 547 – Coaching Sports 3
Students will learn coaching skills; social, cultural, and pedagogical considerations, and the coaching process. Students will reflect on coaching and develop a coaching philosophy based on theory and current literature. 10 hours coach ‘shadowing’ required.

EDU 548 – Health Education Methods 3
Students will learn objectives, course content, instructional materials, activities, theoretical principles, and curriculum for teaching health education. Learning standards will be addressed. 20 hours of fieldwork required. Prerequisite: EDU 312 or EDU 512.

EDU 571 – Student Teaching Seminar 0
Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, and portfolio development. Meets weekly. Co-requisites: EDU 575 and 576 or EDU 577 or 578.

EDU 575 – Student Teaching I 6
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 full preparation course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education or Special Education. Permission of Director required.

EDU 576 – Student Teaching II 6
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 preparation course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education, or Special Education. Permission of Director required.

EDU 577 – Mentored Internship I 6
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. Prerequisites: With the exception of EDU 697, 698, or 699, completion of the preparation course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education, or Special Education. Permission of Director required.

EDU 578 – Mentored Internship II 6
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. Prerequisites: With the exception EDU 697, 698, or 699, the preparation course sequence in Childhood Education, Childhood and Special Education,
Adolescence Education, Adolescence and Special Education, or Special Education. Permission of Director required.

EDU 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.

Engineering

EGR 323 – Statics and Dynamics 4
Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy, momentum and impulse, applications. Same as PHY 323

EGR 351 – DC and AC Electronics 0-4
Analysis of DC, AC, LRC, filter and resonant circuits, and their instrumentation. Kirchhoff’s laws; network theorems; branch, loop, and nodal analysis. Laboratory includes oscilloscopes, signal generators, power supplies, digital/analog multimeters, soldering and breadboarding. Same as PHY 351. Prerequisite: PHY 262.

English

ENG 100 – Writing Skills 1,2
Provides in-depth review of grammar, improvement of mechanical accuracy, and emphasis on sentence writing and construction of paragraphs. Two credits during regular semester and one credit during summer sessions. By permission of Academic Support Services Center.

ENG 101 – Written Communication I 3
Practice in college-level writing, focusing on the expository essay.

ENG 102 – Written Communication II 3
Further practice in college-level writing, focusing on research.

ENG 103 – Introduction to the English Language 3
An examination of the influence of language on attitude and perception, manipulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

ENG 135 – Introduction to Literature 3
Study of literary genres: fiction, poetry, drama, and basic strategies for better understanding and enjoyment.

ENG 145 – Literature in Focus 3
Students will explore a particular topic, interest, or activity through its representation in literature. Possible topics: Sports Literature, Religion and Literature, Crime in Literature, etc.

ENG 235 – Studies in Literature 3
Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 235H – Studies in Literature 3
Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 245 – Major Figures in English Literature: Through the 18th Century 3
British literature from the Anglo Saxon period through the Restoration. May include Beowulf, Chaucer’s The Canterbury Tales, poetry, prose, and drama from 16th and 17th centuries. Milton’s Paradise Lost, and selected writings from other authors.
ENG 246 – Major Figures in English Literature: Since the 18th Century  
British authors from the Romantic movement to the beginning of 21st century. Authors covered may include Wordsworth, Keats, Austen, Tennyson, Browning, George Eliot, Dickens, Conrad, Woolf, Yeats, T.S. Eliot, Larkin, Heaney, Byatt, and Murdoch.

ENG 295 – American Literature to 1865 – 3
American writers from colonial times to 1865.

ENG 296 – American writers from 1865 to the present – 3
American writers from 1865 to the present.

ENG 303 – Perspectives on Traditional Grammar 3
Study of traditional grammar from a variety of perspectives, including handbook definitions and exercises, sentence parsing, grammar and language learning, and grammar and literacy pedagogy. Prerequisite: ENG 102

ENG 304 – Advanced Composition 3
Practice in various techniques of expository writing combined with analysis of the expository, descriptive, argumentative, and narrative modes, with the intent of helping each student develop an individual and effective prose style. Prerequisite: ENG 102

ENG 305 – Topics in British Literature 3
Concentrated study on topics in British literature. Prerequisite: ENG 102.

ENG 306 – Topics in American Literature 3
Concentrated study on topics in American literature. Prerequisite: ENG 102.

ENG 307 – Beginning Creative Writing 3
Writing projects in poetry, short story, and drama. Reading assignments to illustrate each genre, exercises to develop creative skills, and regular writing. Frequent presentations of student work in class. Prerequisite: ENG 102.

ENG 308 – Creative Nonfiction 3
Study and practice techniques for writing personal essays, memoir, profiles, and other creative nonfiction narratives. Prerequisite: ENG 102.

ENG 311 – Modern English Grammar 3
An extensive study of the structure of the English language using structuralist and transformational models with a short introduction to the development of the traditional school grammars. Recommended for prospective teachers. Prerequisite: ENG 102.

ENG 313 – American Social Dialects 3
A practical introduction to the study of geographic, social, and urban dialectology with an emphasis on the relationship to the students’ field of interest such as social work, sociology education, and others. Prerequisite: ENG 102

ENG 315 – Writing in the Professions 3
Practice, theory, and research concerning writing techniques in scientific, and technical disciplines. Letters, reports, abstracts, technical manuals, charts and graphs, outlines, and proposals. Documentation required in industry, science, and technical management. Prerequisite: English 102

ENG 316 – Principles and Practice of ESL 3
Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including testing, in speaking, reading, writing, communication, and culture. Prerequisite: ENG 102.
### Courses of Instruction

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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 317</td>
<td>ESL Through the Subject Areas</td>
<td>3</td>
<td>ENG 102 and ENG 316 or permission of instructor.</td>
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<tr>
<td>ENG 318</td>
<td>Introduction to Linguistics</td>
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<td>ENG 102.</td>
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<tr>
<td>ENG 335</td>
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**ENG 317 – ESL Through the Subject Areas**

Provides materials and techniques for teaching ESL through mathematics, science, social studies, and language arts. Prerequisite: ENG 102 and ENG 316 or permission of instructor.

**ENG 318 – Introduction to Linguistics**

An introduction to the systematic nature of language and methods of analysis of the system of sound, word formation and syntax. Includes analysis of non-English languages. Prerequisite: ENG 102.

**ENG 335 – Literature of the Tudor Period**

Major British writers 1485-1603. Development of drama, poetry and prose. Transition from medieval to modern modes of thought as reflected in literature. Prerequisite: ENG 102.

**ENG 336 – Literature of the Early Stuart Period**

Major poetry, prose and drama, including Milton, from 1603-1660. Influence of political, social, scientific, and religious conflicts on development of literary forms. Prerequisite: ENG 102.

**ENG 345 – Restoration and Eighteenth Century Literature: 1660-1792**

Reading in the poets, novelists, and dramatists of the Restoration and 18th century (1660-1792). May include Dryden, Congreve, Swift, Pope, Gay, DeFoe, Fielding, Sterne, Johnson, Boswell, Goldsmith, and Sheridan. Prerequisite: ENG 102.

**ENG 351 – Language and Culture**

The interrelation between culture and language; consideration of language impact on cultural behavior cognition, and perception. Introduction to problem of socio-linguistics and communication. Meets with ANT 351. Prerequisite: ENG 102.

**ENG 355 – Literature of the Romantic Period**

Novels, poetry and essays of such authors as Scott, Radcliffe, Austen, Wordsworth, Coleridge, Blake, Wollstonecraft, and Shelley. Emphasis on modes of literary expression and Romantic attitudes and ideas. Prerequisite: ENG 102.

**ENG 356 – Literature of the Victorian Period**

Novels, essays, and poetry of such authors as Tennyson, Browning, Hopkins, Ruskin, Pater, Dickens, George Eliot, Wilde, and Hardy. Consideration of pervasive Victorian ideas and attitudes. Prerequisite: ENG 102.

**ENG 357 – Modern British Literature**

Major British writers and works from 1900 to the present viewed in a historical context. All genres will be included. Prerequisite: ENG 102.

**ENG 358 – Shakespearean Drama**

Selected comedies, histories, tragedies, and romances. Emphasis on Shakespeare's development as a dramatist within the context of the English Renaissance. Prerequisite: ENG 102.

**ENG 372 – Studies in Short Fiction**

Interpretations of earlier to contemporary short stories. Includes techniques of short fiction writing. Prerequisite: ENG 102.

**ENG 373 – The Novel**

Historical development of the novel in either the British, American, or Western literary tradition. Topics include point of view, narrative voice and technique, idea and form, and character. Prerequisite: ENG 102.

**ENG 374 – Forms and Art of Poetry**

Intensive reading and critical analysis of selected short poems in English with
emphasis on technique and prosody. Prerequisite: ENG 102.

ENG 375 – Literature of the Theatre 3
Forms of drama (tragedy, comedy, tragicomedy, and others) from ancient Greece to the present. Same as THE 375. Prerequisite: ENG 102.

ENG 385 – American Literature: 1820-1860 – 3
Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others. Prerequisite: ENG 102.

ENG 386 – American Literature: 1860-1910 – 3
Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others. Prerequisite: ENG 102.

ENG 392 – The African-American Novel 3
African American literature from the 1700s to the present. Emphasis on development of a literary tradition, critical responses, and dominant themes and styles. Prerequisite: ENG 102.

ENG 395 – American Literature: 1910-1945 – 3
In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, and others. Prerequisite: ENG 102.

ENG 396 – American Literature: 1945-to the Present 3
In-depth survey of major contributions by American poets and fiction writers since the Second World War. Prerequisite: ENG 102.

ENG 397 – Contemporary American Poetry 3
Ethnic, experimental, feminist, imagistic, mythic, populist, and sur-
realist approaches to contemporary poetry. Style and technique examined within context of inherited traditions. Prerequisite: ENG 102.

ENG 400 – Studies in Language and Literature 3
Concentrated study emphasizing a specific period, genre, author, or theme. Possible offerings include Chaucer, Milton, Elizabethan and Jacobean drama, the Mystery Novel, and the English Bible. May count twice toward English major, provided sub-specialties are not the same. Prerequisite: ENG 102.

ENG 406 – Advanced Fiction Workshop 3
Advanced practice, analysis, and study in writing fiction as well as overview of mechanics and markets of current fiction publishing. Prerequisites: ENG 102 and ENG 307 with a grade of C or better or permission of instructor.

ENG 407 – Advanced Poetry Workshop 3
Advanced practice, analysis, and study in writing poetry as well as overview of mechanics and markets of current poetry publishing. Prerequisites: ENG 102 and ENG 307 with a grade of C or better or permission of instructor.

ENG 408 – History of the English Language 3
A study of the evolution of English from earliest to modern times, with emphasis on sound, word-formation, and syntactic changes, and some attention to external history and social forces. Prerequisite: ENG 102.

ENG 410 – Topics in Language and Literature 1
A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite: ENG 102.
ENG 420 – Topics in Language and Literature 1
A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite: ENG 102.

ENG 430 – Topics in Language and Literature 1
A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite: ENG 102.

ENG 466 – Chaucer 3
Study of Chaucer’s language, of selected minor poems, and of the majority of The Canterbury Tales. Prerequisite: ENG 102.

ENG 468 – Milton 3
Milton’s major prose, minor poetry, and Paradise Lost. Prerequisite: ENG 102.

ENG 477 – Senior Seminar in Creative Writing: Fiction 3
Preparation of a collection of short stories, or of a novel. Prerequisite: ENG 102.

ENG 478 – Senior Seminar in Creative Writing: Poetry 3
Preparation of a poetry chapbook or portfolio; analysis of literary models and publishing marketplace. Prerequisite: ENG 102.

ENG 489 – Honors Tutorial 3
Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite: ENG 102.

ENG 490 – Independent Study 1-3
Independent Study (3) Also see courses listed under World Literature. Prerequisite: ENG 102.

ENG 499 – Honors Tutorial 3
Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite: ENG 102.

ENG 500 – Selected Topics: 3
ENG 516 – Studies in Literacy and Literature 3
Reading/ studying/teaching literature; developing integrated curricula.

ENG 517 – Writing About Nature 3
Reading and practice of nature writing; discussion of the history of the genre and survey of the chief practitioners, including deCrevecouer, Emerson, Thoreau, Abbey, McPhee, LaBastille, Dillard, Carson and Berry.

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 inservice presentations.

ENG 538 – American Supernatural Literature 3
Examines cultural and personal reasons why realists at the turn of the twentieth century, including Twain, James, and Wharton, also wrote supernatural literature, realism’s opposite.

ENG 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.

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.

Environmental Science

ENV 201 – Introduction to Environmental Issues 3
Scientific principles relating to the study of environmental issues. Examination of natural systems and processes and impacts of human activities.

ENV 393 – Seminar in Environmental Science 3
Comprehensive understanding of issues in environmental sciences through analysis of research literature in diverse disciplines. Prerequisites: ENV 201, a one-year sequence in laboratory science, and junior standing or above.

ENV 450 – Senior Research in Environmental Science 3
Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisites: Permission of instructor.

ENV 470 – Internship in Environmental Science 3-12
Participation in a professional work environment under co-supervision of faculty and placement personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for maximum combined total 12 credits. Prerequisites: Permission of instructor.

Film

FLM 201 – The Language of Film 3
Exploration of the film experience and its ability to create meaning, using a survey of historical periods, a broad range of film types, and a variety of theoretical approaches.

FLM 300 – Film Genres 3
In-depth exploration of a particular film genre: comedy, horror, the western, ethnographic film, animation, experimental film. (May be repeated once, provided topic is changed.)

FLM 301 – Film and Literature 3
Exploration of relationships between literature and film, including adaptation of literary works to film, influence of film and literature on each other, and proliferation of films in which reading of written texts is central.

FLM 303 – Blacks and Film 3
In-depth exploration of the history of African-Americans as film imagery and as filmmakers.

FLM 304 – Women and Film 3
In-depth exploration of the history of women as film imagery and as filmmakers.

FLM 306 – Short Digital Filmmaking 3
Introduction to basic filmmaking principles from pre-production through post-production. Students will learn to manage a film set and create short digital films.

FLM 310 – The Motion Picture 1
Informal exposure to independent, foreign language, experimental, and classic motion pictures. Weekly attendance at Thursday evening film series required.
Courses of Instruction

May be taken three times for credit. Same as Communication Arts 310.

FLM 311 – Spanish and Latin American Film 3
Introduction to Spanish or Latin America Film in cultural and historical context. Taught in Spanish or English. May be repeated once if a different theme is offered. Same as SPA 311.

FLM 400 – Selected Topics 3

Finance

FIN 101 – Personal Finance 3
Overview of personal financial planning, budgeting, and cash flow management. Debt management, credit, insurance applications, retirement planning, mortgages, lease vs. purchase decisions, and foundations of present value.

FIN 333 – Corporate Finance 3
General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisites: Accounting 201, or permission of instructor.

FIN 343 – Money and Banking 3
See Economics 343. Students cannot take both Economics 343 and Finance 343 for credit.

FIN 351 – Financial Management 3
Problems and procedures of financial management encountered in the normal operations of a corporation. These include financial budgeting and control, acquisition and management of working capital, equipment replacement, and dividend and expansion policies. Prerequisite: Finance 333.

FIN 352 – Investments 3
Designed both for those who expect to enter financial work and for those who wish a knowledge of investments for personal use. After an initial consideration of basic investment principles, attention is devoted to various types of investment media, analysis of industries and securities, and investment management of specific funds. Individual and institutional problems are considered. Prerequisite: Finance 333 or permission of instructor.

FIN 357 – Financial Planning & Portfolio Analysis 3
Financial planning for individuals and families; retirement planning, estate planning, special circumstances savings goals, managing cash flow and debt, evaluating credit, and the appropriate application of insurance or annuity products. Prerequisites: RMI 273, FIN 333, ACC 201.

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.

FIN 585 – Health Care Financial Management 3
The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future. Prerequisites: HCA 506 or permission of instructor.

Fine Arts

FIA 115 – Introduction to Art 3
Experiencing and understanding art through the study of elements, techniques, styles and ideas.
FIA 151 – General Drawing 3
Introduction to the principles and practices of drawing. Lecture periods, class discussions, demonstrations, research assignments and studio assignments.

FIA 200 – Special Topics in Art 1-3

FIA 245 – History of Art I 3
Art from pre-history to medieval times. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 246 – History of Art II 3
Proto-Renaissance to the present. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 251 – General Drawing II 3
Emphasis on interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Prerequisite FIA 151.

FIA 300 – Topics in Studio Art 1-3
Exploring personal visual language through various formats/media. May be repeated for credit, provided topics are not the same.

FIA 344S – Creative Expression 3
Examination and use of common images/symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

FIA 351S – Advanced Drawing 3
Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Permission of instructor.

FIA 400 – Studies in Art History 3
Intensive study in a single period, school, or aesthetic. Topics will vary from term to term. May be repeated for credit, provided topics are not the same. Permission of instructor.

FIA 490 – Independent Study 1-3
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the students. Admission by consent of supervising discipline and the academic school.

French

FRE 101 – Beginning French I 3
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

FRE 102 – Beginning French II 3
Continuation of French 101; prerequisite: French 101 or equivalent.

FRE 201 – Intermediate French I 3
Reading; grammar review; oral work; translation; simple composition. Prerequisite: French 102 or equivalent.

FRE 202 – Intermediate French II 3
Continuation of French 201. Prerequisite: French 201 or equivalent.

FRE 237 – French Conversation and Grammar Review 3
Thorough conversational practice. Training in oral comprehension and use of the French language; pronunciation, grammar review; and vocabulary for everyday use. Prerequisite: French 202 or equivalent (in turn, French 237 is a prerequisite for French 327).

FRE 288 – Introduction to French Literature 3
Critical reading and discussion of major works belonging to various movements and genres. Conducted in French. Prerequisite: French 202 or permission of instructor.
FRE 300 – Topics in French and Francophone Cultures and Literatures 3
Concentrated study emphasizing a specific period, genre, culture or theme within French and Francophone cultures and literatures. Taught in French or English. Maybe repeated once, provided topics are not the same.

FRE 311 – French Film 3
French film in cultural and historical contexts. Taught in French or English.

FRE 327 – Spoken French 3
Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite: French 237 or equivalent or permission of instructor.

FRE 337 – Advanced French Composition and Grammar Review 3
In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite FRE 202 or permission.

FRE 347 – French Civilization and Culture 3
An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student’s cultural interests. Prerequisite: French 202 or equivalent.

FRE 388 – Masterpieces of French Literature 3
Readings and critical analysis of representative works. Discussion of their importance in representative Literary movements. Oral and written reports. Conducted in French. Prerequisite: French 202 or equivalent.

FRE 490 – Independent Study 3-6
FRE 490 Independent Study IR

Geology

GOL 105 – Society, Earth, and the Environment 3
Relationship of society to the earth. Examination of natural phenomena, such as earthquakes, landslides, flooding, and volcanic activity and how they affect mankind. Analysis of past and present occurrences as a means of predicting future disasters. Study of the technology, sociology, and politics of pollution, energy and resources.

GOL 105L – Society, Earth, and Environment Lab 1
Hands-on exercises to understand natural hazards and their impacts, past and present occurrences as a means of predicting future disasters, and the technology, sociology, and politics of pollution, energy and resources. Co-requisite: GOL 105

GOL 115 – Introduction to Oceanography 3
Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of seawater, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

GOL 225 – Physical Geology 0,4
Understanding and appreciation of the earth upon which we live; its composition, structure, and landforms and the physical, chemical, and biological agencies active in their production. Lectures, laboratories, field trips.
GOL 226 – Historical Geology 0,4
The history and development of the earth and the origin and evolution of the life upon the earth with emphasis on North America. Lectures, laboratory, field trips.

GOL 313 – Introduction to Paleobiology 0,4
Fossil invertebrates and some plants and vertebrates, including dinosaurs. Fossil record as a tool for stratigraphy, paleoecology, paleoenvironmental and paleoclimatological reconstructions, and understanding evolution and mass extinctions. Lectures, laboratory, field trips. Prerequisites: Geology 225 or 226 or Biology 212 or permission of instructor.

GOL 323 – Hydrology and Society 0,4
Spatial and temporal variation of water in terrestrial, oceanic and atmospheric environments. Physical, chemical and biological processes affecting water movement or quality. Human interaction with the water cycle. Prerequisite: Geology 105 or Geology 225.

GOL 325 – Mineralogy 0,4
Introduction to the wide variety of naturally-occurring minerals, their physical, crystallographic, and optical characteristics, chemical composition, and environmental and economic impacts. Prerequisites: Geology 225, CHE 211.

GOL 326 – Petrology: Rocks and Environments 0,4
Classification of igneous, sedimentary and metamorphic rocks, with emphasis on their petrogenesis and the influence of environmental conditions on chemical composition. The lab deals with identification of hand and microscopic samples. Prerequisites: GOL 225, GOL 325, CHE 211.

GOL 333 – Weather and Climate 0,4
Examination of the atmosphere; its origin, structure, composition, evolution, processes, and spatial patterns. Short-term weather forecasting. Modern climate, patterns and causes of climate change through time, reconstruction of past climate, and prediction of future climate. Prerequisites: GOL 225 or GOL 226, MAT 104.

GOL 343 – Geomorphology 0,4
Study of the origin, history, and characteristics of landforms produced by exogenic and endogenic processes acting upon earth materials and structures. Lectures, laboratory, field trips. Prerequisite: Geology 225 or permission of instructor.

GOL 373 – Sedimentology and Stratigraphy 0,4
Laboratory and field study of the properties of sediments and sedimentary rocks. Interpretation of the origin, mode of transportation, and environment of deposition from physical characteristics. Basic principles governing the interpretation, correlation, and classification of stratigraphic units. Lecture, laboratory, field trips. Prerequisite: GOL 225.

GOL 390 – Independent Study 1-6
Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisites: permission of the division and at least a 3.0 average in geology courses.

GOL 398 – Structural Geology and Tectonics 0,4
Identification and interpretation of rock deformation features. Emphasis on current debates and understanding of deformation mechanisms according to global tectonics. Lectures, laboratory, field trips. Prerequisite: Geology 225.

GOL 405 – Earth System Science 3
Overview of earth’s hydrosphere/cryosphere, geosphere, atmosphere, biosphere (including anthroposphere) with particular emphasis on understanding
the linkages between each. Examination of patterns, causes, evidence and effects of naturally-occurring and human-induced environmental changes through time. Prerequisites: a 2-course (8-credit) sequence in laboratory science.

GOL 410 – Geoscience Seminar and Current Topics 1
Presentations and discussions on current geoscience topics. May be repeated for credit up to three times.

GOL 423 – Geophysics: Theory and Application 0,4
Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Prerequisites: GOL 398, PHY 152 or 262, or permission of instructor. Same as PHY 423.

GOL 450 – Research in Geoscience 1-3
Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisite: Completion of all Geoscience major course requirements OR permission of instructor.

GOL 460 – Field Experience in Geoscience 3-6
Hands-on experience including in-field observation; data analysis; and integrative problem-solving. It may include mapping and material sampling and analysis. Prerequisite: Completion of major course requirements exclusive of the capstone experience AND junior or senior standing, OR permission of instructor.

GOL 470 – Internship in Geoscience 3-12
Educational experience whereby students apply classroom learning in a professional work environment under co-supervision of faculty and employer personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for a maximum combined total of twelve credits. Prerequisites: Completion of major course requirements exclusive of the capstone experience AND junior or senior standing, OR permission of instructor.

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

GOL 590 – Independent Study 1-6

German

GER 101 – Beginning German I 3
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

GER 102 – Beginning German II 3
Continuation of German 101. Prerequisite: German 101 or equivalent.

GER 201 – Intermediate German I 3
Reading and grammar review; oral work; translation; simple composition. Prerequisite: German 102 or equivalent.

GER 202 – Intermediate German II 3
Continuation of German 201. Prerequisite: German 201 or equivalent.
GER 290 – Independent Study 3

GER 290 Independent Study (3) IR

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 world views.

GNT 603 – Long Term Care Policy 3
The course explores current health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

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 evaluate effectiveness.

Government and Politics

GOV 101 – Introduction to Politics and American Government 3
The study of political phenomena and discussion of the nature and meaning of democracy with an emphasis on American national government.

GOV 200 – Selected Topics 1-3
Topics in various aspects of Government and Politics. Vary from year to year.

GOV 203 – Comparative Politics 3
Comparison of governmental institutions and the political process in several contemporary national political systems, both Western and non-Western. Attention given to the methods used in studying comparative politics.

GOV 207 – Public Health at the Local Government Level 3
An examination of the foundations and operations of local public health agencies that create or change policies to improve public health.

GOV 211 – Introduction to Human Rights 1
Introduction to contemporary human rights problems and the global response to these issues. Same as Human Rights Advocacy 211.

GOV 212 – American Political Parties and Elections 3
Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite: Government and Politics 101 or permission of instructor.

GOV 215 – Public Opinion and Political Behavior 3
Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite: Government and Politics 101 or permission of instructor.

GOV 221 – State and Local Government 3
Examination of the structure, politics, policy process, and problems of American state and local governments as they function within the federal system.
GOV 235 – Civil Rights, Public Policy, and Social Change 3
People, events, and issues of civil rights struggle in the United States, including impact on democratization and social change in American society, and formation of public policy. Same as Social Studies 235.

GOV 242 – Jurisprudence and the American Legal System 3
Introduction to the court system, appellate process, and inter-relationship of federal and state courts. Includes penal law, criminal procedure law, correctional law, and basics of civil law and procedure. Techniques of case method, briefing, and statutory analysis.

GOV 251 – Congress and the Legislative Process 3
Analysis of salient features of the legislative process and their influence on public policy. Representation, formal procedures, folkways, committee structure, party organization, legislative leadership. Prerequisite: GOV 101

GOV 261 – International Relations 3
International cooperation and conflict including the evolution of international political systems, problems of war and peace, diplomacy, nuclear weapons, international economics, international organizations, and international law.

GOV 281 – Political Ideas and Ideologies 3
Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

GOV 300 – Selected Topics 3
Topics in various aspects of Government and Politics. May vary from year to year.

GOV 313 – Campaign Management 3
Principles and problems underlying the conduct of political campaigns. Analysis of techniques used in fundraising; campaign organization; advance work; use of mass media; legal aspects; ethical considerations. Prerequisite: Government and Politics 212 or permission of instructor.

GOV 332 – Public Administration 3
Introduction to the principles and problems of administering government agencies. Included: nature of bureaucracy, bureaucratic politics, inter-governmental relations, organization theory, decision-making, leadership, personnel management, budgeting, regulation, program implementation, ethics, and accountability.

GOV 333 – American Public Policy 3
Examination of the relationship of government units to their environment. Exploration of the way policy is formulated, adopted, & implemented in the political system.

GOV 341 – Jurisprudence of the Criminal Law 3
Criminal law as process for dispute settlement and maintenance of order by the state. Emphasis on legal reasoning, legal process, and necessity to maintain historical continuity and doctrinal consistency.

GOV 345 – Constitutional Law in the Governmental Process 3

GOV 346 – Civil Liberties 3
Problems of civil liberties as interpreted by the courts, as implemented by legislation, and as discussed as public issue

GOV 363 – International Organizations 3
Development, organization, and operation of social, economic, and political institutions. Prerequisite: Government and Politics 261.
GOV 364 – International Law 3
Principles and rules concerning the
court of nation-states including use
of force, status of nationals, jurisdic-
tional questions, status and functions of
governmental personnel, treaties, and
organizational questions. Prerequisite:
Government and Politics 261 or permis-
sion of instructor.

GOV 365 – American Foreign
Policy 3
Concepts and development of U.S. for-
eign policy. Historical overview, U.S.
policies toward specific regions, and
problems of policy-making and imple-
mentation. Prerequisite: Government
and Politics 261 or permission of
instructor.

GOV 366 – International Criminal
Law 3
Laws governing the behavior of indi-
viduals and their accountability to the
international community and states.
Development of a body of law and
enforcement mechanism for piracy, war
crimes, and terrorism. Role of interna-
tional criminal tribunals.

GOV 368 – International Political
Economy 3
Relationship between politics and eco-
nomics in the international sphere.
Trade, monetary management, foreign
aid, multinational corporations, econom-
ic institutions, dependency and develop-
ment in the international setting.

GOV 371 – European Politics 3
Politics and government in the United
Kingdom, France, Germany, and the
European Union. Political culture, par-
ties, institutions, and electoral politics.

GOV 372 – Modern Russia 3
From Tsarist Russia on the eve of
Bolshevik Revolution through the rise,
development and demise of the USSR,
to the emergence of post-Soviet Russia.
Emphasis on governmental structures
and political processes. Same as HIS 372.

GOV 373 – African Politics 3
Examination of such major trends in
Africa as political development, social-
ism, the one-party state, the role of the
military, and the interaction between
Africa and the West.

GOV 374 – Latin American
Politics 3
Comparative study of major institutions
and forces in Latin American politics.
Includes the role of parties, military,
church, elites, and political economy,
and the role of United States. Selected
case studies from South and Central
American and Caribbean.

GOV 375 – Political Change in
Developing Nations 3
Comparative study of political change in
the context of selected African, Asian,
and Latin American nations. Emphasis
on both the process of development, and
the structures of political competition.

GOV 382 – American Political
Concepts 3
American political concepts, especially
justice and liberty, in their relation to
courts and other political institutions
Emphasis on development, under social
and economic pressure, of American
ideas concerning fundamental rights and
of procedures for giving effect to them.

GOV 400 – Contemporary
International Problems 1-3
Select topics in Government and Politics.
Topics vary year to year.

GOV 410 – Government and Politics
Thesis Research Proposal 1
Review pertinent literature, identify and
locate sources, and develop a working
outline thesis proposal. Co-requisites
GOV 345 or GOV 464 or approved
select topics seminars.

GOV 435 – Political Leadership and
the American Presidency 3
Study of political leadership as it relates
to the American Presidency. Analysis
of the institution, decision-making pro-
cesses, exercise of power, and theories of presidential personalities. Seminar format. Prerequisites: Government and Politics 101, 212, and 251 or permission of instructor.

**GOV 464 – 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 regional inter-governmental efforts to monitor control and remedy abuse of sovereign power. Same as Human Rights Advocacy 464.

**GOV 465 – Political Risk Analysis 3**
This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as IST 465.

**GOV 470 – Internship in Government and Politics 3-15**
A professional field experience that includes the production of an academic paper. Internships for more than six credits have additional academic components. May be repeated for up to 15 credits. Junior or Senior standing, permission of instructor (specific coursework may be required).

**GOV 490 – Independent Study 1-6**
In depth exploration of political problems. Individual independent study based on a plan submitted by the student. Prerequisite: permission of instructor. (Maximum credit of six hours with no more than three in any semester.)

**GOV 500 – Selected Topics 3**

**GOV 563 – International Organizations 3**
Development, organization, and operation of social, economic, and political institutions.

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### Health Care Administration

**HCA 516 – Community Health Management 3**
Students are introduced to the basic tenets, methods, and applications of community health management. Essential community health management skills will be developed to promote health within dynamic national and international health systems.

**HCA 521 – 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 526 – Cultural Competency for Health Care Leaders 3**
Students are introduced to issues of health disparities salient to 21st century America to develop culturally proficient health care leaders. Key health problems and corrective strategies are addressed.

**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 clinical decision making, and adherence to the codes of ethics of health care professionals.
Courses of Instruction

HCA 531 – Leadership in Marketing and Strategic Planning 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. Same as MGT 531.

HCA 536 – Leading Health Care Prevention and Wellness 3
Students are introduced to requirements of leaders and best practices in develop-
ing, managing, and accessing community health and wellness programs.

HCA 546 – Population Health Care Delivery 3
Students are introduced to the population health research, theoretical frame-
works, current practices, community integrated strategies, and though leader
prognosis for future interventions.

Healthcare Advocacy and Navigation

HAN 514 – Health Care Advocacy/Navigation Profession and Role 3
The course examines the process and role of health care advocacy/navigation.
It reviews the history of health care, the US health care delivery system, the con-
tinuum of care, and models of advocacy.

HAN 524 – Patient’s Perspective of Illness 3
Acute and chronic illnesses and end of life are explicated through patient ill-
nesses narratives. Students explore the patient illness experience and providing
literary, social, and political commentary.

HAN 534 – Strategies of Influence and Negotiation 3
The course explores effective communication theories, strategies, and best prac-
tices. Students will 'practice' communicating with key stakeholders. Mediation,
facilitation, and negotiation strategies will also be reviewed.

HAN 544 – Study of Disease and Illness States 3
The course explores the relationship of anatomy and physiology to illness and
disease including medical terminology and practice.

HAN 554 – Health Care Policy 3
The course examines the basic principles of health policy and how it has affected,
and continues to affect, the delivery of health care in the US. It also examines
current and ongoing health care reform.

HAN 564 – Advanced Topics in Health Care Policy 3
The course examines advanced topics in health policy and politics including:
pharmacology, the aging population, the development of the health care work-
force, rationing, and the challenges in implementing health care reform.

HAN 574 – Marketing Strategies and Techniques 3
The course will teach the Health Care Advocate/Navigator pursuing private
practice: branding techniques, market analysis, outreach, and advertising. It
will help the private practitioner develop a marketing plan and create collateral
materials.

HAN 584 – Establishing/Expanding a Health Care Advocacy/Navigation Private Practice 3
Health Care Advocate/Navigator, pur-
suit if private practice, determination of interest, development of a viable business
plan, and understanding the nuts-and-bolts of business ownership.

Health Studies

HLS 101 – Introduction to Health Professions 1
Orientation to health care professions, including history and philosophy, eth-
ics, development of health care teams,
Courses of Instruction

Professionalism and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

HLS 113 – Understanding Alcoholism, Chemical Dependency, and Mental Health 3
Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

HLS 203 – American Sign Language I 3
Basic receptive and expressive language skills in American Sign Language (ASL) including signs, grammar, syntax and finger spelling. Deaf history and culture.

HLS 204 – American Sign Language II 3
Advanced study of ASL and deaf culture. Prerequisite: Health Studies 203.

HLS 245 – Human Development Across the Life Span 3
Study of normal sequences of neuromuscular, perceptual, socio-cultural development, and their relationship to behavior from infancy through old age. Recognition of development and life tasks in developmental continuum. Students may not also take Psychology 223 for credit.

HLS 301 – Introduction to Healthcare Advocacy and Navigation 3
Introduction to the field of healthcare advocacy and navigation. Overview of the healthcare system, health care professional-patient relationship, alternative treatment options, medical records, consumer safety, advocacy ethics, and interpersonal skills with healthcare consumers.

HLS 305 – Marketing as a Healthcare Advocate/Navigator 3
Introduction to marketing basics and best practices, all within the healthcare environment. Students will learn how to market their healthcare advocacy/navigation skills to increase their employability potential.

HLS 309 – Medical Conditions and Implications 3
Medical conditions across the life span. Implications for function, medical management, and precaution for safety in practice. Completion of Psychology 223 or Health Studies 245 prior to enrollment strongly recommended. Prerequisite: Biology 102.

HLS 313 – Physical Health & Wellness 3
Overview of cardiovascular endurance, strength, flexibility, and body composition. Analysis and prescription of personal fitness, goals, and lifestyles. Includes special and at-risk population exercise prescriptions and how to perform health assessments.

HLS 331 – Adapted Sports 3
Explores fundamentals associated with engaging in a variety of sports adapted for individuals with conditions or disabilities, including basketball, rugby, curling, football, golf, tennis, track & field. Includes program development, grant writing, and experiential learning. Co-requisite: HLS 309

HLS 337 – Care of the Human Spirit 3
Relationship between spirituality and health and its relevance to professional practice.

HLS 354 – Healthcare Topics in Media 3
Critical analysis and interpretation of current topics in the field of health studies using sources of audio-visual media including theatrical movies, documentaries, web-based video and television programs.

HLS 381 – Kinesiology 0,3
Science of human motion, including basic anatomic and mechanical principles. Prerequisites: Biology 101 and 102.
HLS 400 – Contemporary Topics in Health Care 1-3
Current and emerging issues in health care will be addressed in depth. Topics will vary by semester in response to the needs and interests of students and faculty. May be repeated with different topics.

HLS 401 – Senior Seminar 3
Critical analysis of current health science topics, integrating previous learning, culminating in a capstone project.

HLS 411 – Principles of Healthcare Reimbursement 3
This course will outline how reimbursement systems affect providers, payers, and consumers. Explanation of Medicare, Medicaid, private pay, private insurance plans, health maintenance organizations and prevention of insurance denials/explanations of benefits will be provided. Prerequisites: HLS 301 or HLS 305.

HLS 415 – Advanced Topics in Healthcare Advocacy and Navigation 3
Explore current topics including shared decision making, defensive medicine, health literacy, medical decisions, medical conditions, medical practice, health consumer education, consumer lifestyle, and over-treatment/medical emergencies; various case studies/blogs will be utilized. Prequisites: HLS 301 or HLS 305.

HLS 419 – Healthcare Advocacy and Navigation Seminar 3
Explore the not-for-profit and for-profit environments that utilize healthcare advocates and navigators; overview of their mission and roles. Specific laws, insurance requirements, and financial needs to be explored; field experiences in community. Prequisites: HLS 301 and HLS 305.

HIS 126 – America 1500-1877 3
American survey to 1877. Emphasis on competing empires, colonial life, Revolutionary era, antebellum era, Civil War and Reconstruction.

HIS 127 – America 1877-Present 3
US history survey since 1877. Emphasis on social movements, major wars, economics, politics, international affairs, and culture.

HIS 135 – The African American Experience 3
Survey of the political, economic, and social legacy of the Transatlantic Slave Trade in North America and the Caribbean. Special focus on African-American history from 1619 to the present.

HIS 145 – Asia and the World 3
World history from an Asian perspective. Cross-cultural interaction, political, economic, social, and cultural exchange from the eastern Mediterranean region to Pacific Ocean.

HIS 155 – Introduction to Historical Research Methods 1
History as a field of study, including basic methods of historical research and writing, and familiarity with different schools of historical thought.

HIS 165 – Europe and the World 3
World history from a European perspective. Developments in Europe in a cross-
cultural context and their influence on other parts of the world.

HIS 200 – Selected Topics 1-3
Topics in various aspects of history. May vary from year to year. Prerequisite: Permission of the instructor.

HIS 207 – Medicine & Society in America 3
Exploration of the interplay between healthcare and social issues in America since the Civil War. The course illuminates the interaction between medical science and the way attitudes toward medicine and medical providers have evolved.

HIS 266 – Modern Europe 3
Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 300 – Selected Topics 1-3
Topics in various aspects of history. May vary from year to year.

HIS 304 – The American Revolution 3
Causes, course and outcomes of the American Revolutionary War. Meets with HIS 504.

HIS 305 – Civil War and Reconstruction 3
Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

HIS 306 – The American West 3
Examination of the American West from European settlement to the present. Emphasis will be placed on settlement, the Plains Wars, the evolution of cities, myths, and culture.

HIS 308 – The United States in the World 3
Development of United States foreign policy from the Early National period to present, emphasizing popular thought and different concepts of the national interest.

HIS 311 – History of New York State 3
Study of economic, social, and political developments with particular emphasis on local history.

HIS 312 – American Immigration and Migration 3
Analysis of: (1) sources, impact, and assimilation of immigrants from colonial times; (2) internal migration, focusing on movement of black population and Puerto Ricans to urban areas since World War II.

HIS 313 – U.S. Women’s History 3
Comparative historical study of American women and gender across time and in a diverse range of communities. Power, work, family, and sexuality.

HIS 316 – America’s Industrial Revolution 3
Social, economic, intellectual, technological, and cultural causes and effects of America’s Industrial Revolution.

HIS 323 – Civil Rights and African American Nationalism 3
Development of civil rights and black power movements, and how liberal and nationalist ideology shaped the politics, economics, and culture of the African American community.

HIS 324 – Resistance, Race, and Labor 3
Race and its impact on the development of the American working class.

HIS 325 – Making Public History 3
Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as JLM 325.
Courses of Instruction

HIS 334 – History of Colonial Africa 3
African societies and European powers from 1870 to present. Africans’ resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 335 – History of Modern South Africa 3
How social dynamics, industrialization, nationalism, and gender shaped South Africa.

HIS 343 – Modern Japan 3
Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, modernization, ultranationalism and world war, the economic miracle and its aftermath, and popular culture.

HIS 344 – Modern China 3
The revolutionary transformations that have dominated the experience of 15th and 20th century China. Imperialism, nationalism, communism, cultural revolution, the ‘capitalist road,’ and China’s present ascent to world power status.

HIS 345 – Constitutional Law in the Governmental Process 3

HIS 347 – Japanese Imperialism and the Pacific War 3

HIS 348 – Science, Technology, and Industry in East Asia 3
Transformation of traditional science and technology in China and Japan. Westernization and rise of industry.

HIS 364 – Foundations of the European World 3
Looks at the foundations of Western Civilization as seen in the civilizations of ancient Mesopotamia, the Near East, the Mediterranean, and Medieval Europe. Meets with HIS 564.

HIS 367 – Central Europe 3
The Hapsburg Empire, its dissolution in 1918, and the nation-states which replaced it. Emphasis on the post-World War I states of Austria, Hungary, and Czechoslovakia. Discussion also of Germany, Poland, Romania, Yugoslavia, and Italy.

HIS 371 – Russian History 3
The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.

HIS 372 – Modern Russia 3
From Tsarist Russia on the eve of Bolshevik Revolution though rise, development and demise of USSR, to emergence of post-Soviet Russia. Emphasis on governmental structures and political processes. Same as GOV 372.

HIS 376 – British History 1688 to the Present 3
Britain from eighteenth to twentieth centuries with emphasis on political events, technological and economic developments, Napoleonic Wars, reform movements, Victorian period, colonialism, and loss of international authority.

HIS 381 – Germany in the Nazi Era 3
Historical antecedents to the Empire, World War I, and Weimar Republic. Analysis of social organization, political structure, and economy before and during World War II. Diplomacy, military operations, occupation regimes, resistance movements, the ‘final solution,’ and aftermath of the war.
HIS 400 – Selected Topics 1-3
Topics in various aspects of history. May vary from year to year. Prerequisite: Permission of the instructor.

HIS 443 – Japan in the Age of the Warrior 3
Social and political origins of the warrior class from earliest times to the 19th century. Prerequisite: History 145 or 165 or 202, or permission of instructor.

HIS 455 – Historical Methods 3
Training in historical research involving location of sources, their critical evaluation, organization and writing of scholarly papers. Introduction to work of the more significant historians of the past. Prerequisite: Junior Standing and 1 History course at the 300 level or above.

HIS 456 – Guided Historical Research 3
Continuation of History 455. Substantial piece of original research written to professional standards required. Prerequisite: Senior Standing and History 455 and 3 History courses at the 300 level or above. Same as History 656.

HIS 470 – History Internship 1-6

HIS 490 – Independent Research and Study 3
Individual reading or research in a historical topic of interest, with the program to be arranged by agreement between the student and his or her instructor. May be repeated. Prerequisites: upper level (junior or senior) status and permission of instructor.

HIS 500 – Selected Topics 3

HIS 504 – The American Revolution 3
Causes, course and outcomes of the American Revolutionary War. Meets with HIS 304.

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 histories, websites, and movies. 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 development of Western religious traditions. Archaeological and anthropological perspectives on religions of Mesopotamia and the Levant, including the development of Judaism and early Christianity.

HIS 547 – Japanese Imperialism and the Pacific War 3

HIS 564 – Foundations of the European World 3
Looks at the foundations of Western Civilization as seen in the civilizations of ancient Mesopotamia, the Near East, the
Mediterranean, and Medieval Europe. Meets with HIS 364.

**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.

**History and Philosophy of Science and Technology**

**HPS 105 – Computers and Society  3**
An introductory course to the role of the computer, its uses in society, and its future. The course will attempt to place the computer within the context of science and technology and also within a broad socio-cultural perspective.

**HPS 126 – The Rise of Modern Science: Aristotle to Newton  3**
A survey of Greek science, the history of astronomy from Eudoxus to Kelper, selected problems in the history of mechanics to Newton.

**HPS 127 – The Development of Modern Science: Newton to Einstein  3**
The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

**Homeland Security and Emergency Management**

**HEM 301 – Introduction to Homeland Security and Emergency Management  3**

**HEM 305 – Terrorism  3**

**HEM 307 – Homeland Security and Counter-terrorism  3**

**HEM 321 – Leadership Issues in Homeland Security and Emergency Management  3**
Effective measures for personal and professional leadership, and decision-making for crisis leadership and command; including complex issues of inter-agency command, planning, and coordination. Prerequisite: HEM 301.

**HEM 328 – Security Administration  3**
Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

**HEM 332 – Technological Challenges in Homeland Security and Emergency Management  3**
Technical and electronic issues affecting homeland security and emergency management in the United States with an emphasis on communications and cyber capabilities. Prerequisite: HEM 301

**HEM 343 – Legal Issues in Homeland Security and Emergency Management  3**
Legal and liability issues affecting homeland security and emergency management operations in the United States.
Courses of Instruction

Case law and current litigation will be reviewed. Prerequisite: HEM 301.

HEM 354 – Communications in Homeland Security and Emergency Management  3
The various levels and types of communications that have bearing on the fields of homeland security and emergency management, including diversity and cultural issues, inter-agency relations, public relations, and crisis control. Prerequisite: HEM 301.

HEM 358 – Issues in Border and Transportation Security  3
Historical and contemporary challenges in U.S. transportation security. Ongoing balance between the free flow of people, goods, and services across U.S. borders and homeland security issues.

HEM 380 – All Hazards: Planning, Response, Mitigation, and Recovery  3
The role that emergency management personnel play in managing man-made and natural disasters. Specifically, this course examines the four phases of Emergency Management: Planning, Response, Mitigation, and Recovery. Prerequisite: HEM 301.

HEM 391 – The National Incident Management System and The Incident Command System (NIMS and ICS)  3
Examination of operational framework, including the National Incident Management System and Incident Command System, used in a multi-agency response to critical incidents. Prerequisite: HEM 301.

HEM 461 – Senior Seminar - Homeland Security and Emergency Management  3
Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite: Permission of Instructor.

Participation on staff of homeland security or emergency management agency under co-supervision of faculty and agency personnel. Field experience, periodic conferences and seminars, written and reading assignments designed to combine theory and professional practice. Prerequisite: Permission of Instructor.

HEM 475 – Senior Project  3-6
Senior level research project on policy issue determined after consultation with faculty supervisor. Prerequisite: Permission of Instructor.

Human Rights Advocacy

HRA 200 – Selected Topics  1-3

HRA 211 – Introduction to Human Rights  1
Introduction to contemporary human rights problems and the global response to these issues. Same as Government and Politics 211.

HRA 400 – Contemporary International Problems  1-3

HRA 464 – 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 region inter-govenmental efforts to monitor, control, and remedy abuse of sovereign power. Same as Government and Politics 464.
Courses of Instruction

HRA 470 – Internship  1-12
HRA 490 – Independent Study  1-3
HRA 500 – Selected Topics  3

Humanities

HUM 110 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.

HUM 120 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.

HUM 130 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.
International Studies

IST 101 – World Regional Geography 3
Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

IST 225 – Chinese Civilization and Culture 3
Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

IST 235 – Russian Civilization and Culture 3
Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required.

IST 247 – Japanese Civilization and Culture 3
Introduction to modern Japan, Japanese society and culture economy and business, politics and diplomacy. Offered only as part of the Japan summer program at Osaka International University.

IST 248 – American Civilization and Culture 4
Interdisciplinary introduction to modern American culture, geography, history, and society. Emphasis on multiculturalism, U.S. politics and government, economy, and business. Permission of instructor required.

IST 300 – Select Topics in International Studies 3
Topics of various aspects of international studies. May vary from year to year.

IST 323 – Civil Society in Cyberspace: The Internet in China 3
Examination of China’s Internet Communications Technology revolution, exploring social, cultural, political, and economic implications of China’s transition into a more information-rich and communication-intensive society.

IST 377 – Comparative Criminal Justice: Study Abroad 3
Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as CRJ 377.

IST 400 – Contemporary International Problems 1-3
Consideration of one or more contemporary problems which are international in scope. Prerequisite: permission of instructor.

IST 465 – Political Risk Analysis 3
This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as GOV 465.

IST 470 – Internship in International Studies 3-6
Guided experience in international firm or agency. Written reports and periodic meetings with adviser and field supervisor. Prerequisites: Upper level standing and permission of instructor and division dean.

IST 471 – Internship in Japanese Studies 3
Guided experience in a Japanese business or government office. Written reports, readings, and periodic meetings with adviser and field supervisor. Offered only as part of the Japan summer program at Osaka International University.

IST 487 – Senior Seminar in International Studies 3
Consideration of one or more international problems.

IST 490 – Independent Study 1-6
In depth exploration of an international problem. Individual independent study
based on a plan submitted by student. (No more than three hours in any semester.) Refer to College regulations concerning independent study for guidelines.

**Italian**

ITA 101 – Beginning Italian I 3
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose

ITA 102 – Beginning Italian II 3
Continuation of Italian 101. Prerequisite: Italian 101 or equivalent.

ITA 200 – Selected Topics 3

ITA 201 – Intermediate Italian I 3
Reading; grammar review; oral work; translation; simple composition. Prerequisite: ITA 102.

ITA 202 – Intermediate Italian II 3
Continuation of Italian 201. Prerequisite: ITA 201.

ITA 300 – Advanced Italian II 3

**Japanese**

JPN 101 – Beginning Japanese I 3

JPN 102 – Beginning Japanese II 3

**Journalism Studies**

JLM 130 – Tangerine Practicum 1
Participation on the staff of the campus newspaper, the Tangerine. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 133 – UC TV Practicum 1
Participation in the staff of UC TV. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 181 – Introduction to Mass Communication 3
Introduction to study of mass communication, including theories, effects, mass media industries, government regulation, and career opportunities.

JLM 241 – Television Sportscast 3
Instruction and experience producing and delivering broadcast sports reports on television newscasts. Emphasis on sports writing for broadcast and studio work.

JLM 259 – Broadcast News Writing 3
Introductory instruction and experience writing news stories for radio and TV. Emphasis on writing anchor copy and field packages including soundbites.

JLM 261 – Newswriting 3
Elements of news, leads, style and structure of news stories.

JLM 261L – Newswriting Lab 1
Elements of news, leads, style and structure, with an emphasis on writing and grammar. Must be taken with JLM 261.

JLM 262 – Reporting 3
Instruction and experience in gathering and reporting news. Emphasis on developing stories in depth, interviewing skills, following a beat. Writing for campus newspaper required. Prerequisites: JLM 261 or permission of instructor.

JLM 276 – Television Field Production 3
Techniques and skills needed to produce news, public service announcements, and other programming styles. Emphasis on camera work, field audio recording, and video editing.

JLM 290 – Independent Study 3
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the
Courses of Instruction

A student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 300 – Selected Topics 1-3
Topics in various aspects of journalism. May vary from year to year. Prerequisite: Permission of the instructor.

JLM 325 – Making Public History 3
Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as HIS 325.

JLM 336 – Media Programming Strategies 3
Theory and practice of broadcast, cable, and Internet program evaluation, selection, and scheduling. Includes decision-making strategies of commercial television, radio, and cable systems, at the network, corporate, and local levels, and non-commercial media. Prerequisite: JLM 181 or permission of instructor.

JLM 345 – Broadcast Announcing and Presentation 3
Introduction to various aspects of broadcast presentation including announcing for radio and television, studio interviewing, and on-camera presentation in the field and studio. Emphasis on developing presentation skills for news, public service announcements and commercials. Prerequisite: COM 103.

JLM 362 – Reporting of Public Affairs 3
Instruction and experience in reporting politics, police, courts, government, education, environment, and other special topics related to communities. Prerequisite: Journalism Studies 262.

JLM 363 – Magazine Article Writing 3
Non-fiction magazine articles and the marketplace today, article ideas and types, query letter writing, network-ing, copyright, interviewing, search for illustrations, writing styles, and research techniques. Prerequisites: ENG 102 or JLM 261 or permission of instructor.

JLM 364 – Editing 3
Skills and techniques required in editorial positions. Copy editing, headline writing, photo selection and editing. Prerequisite: Journalism Studies 261.

JLM 365 – Publication Design 3
Principles and techniques of design with hands-on experience producing feature newspaper pages, computer-designed newsletters, and web pages. Integrating text photos, art-work and other graphic elements.

JLM 371 – Advanced Reporting Techniques 3
Instruction and practice in advanced reporting techniques. Each course offering will have a single focus, rotating among investigative reporting, database reporting or feature writing. Prerequisite: Journalism Studies 262.

JLM 372 – Essentials of News Photography 3
Use of still cameras to record news events and create feature photos for print media. Discussion of modern photographic methods. Techniques of photojournalism. Students are responsible for regular access to a 35mm film camera.

JLM 373 – Digital Photography & Photoshop Techniques 3
Use of still cameras, scanners and large manipulation software to produce photographs for print and digital media. Discussion of current photojournalistic practice and techniques.

JLM 374 – Sportswriting 3
Examines changes in nation’s sports pages, methods used to cover community, college, amateur and professional athletics. Students work for area media. Prerequisite: Journalism Studies 261.
JLM 378 – Television News Field Reporting and Production 3
Producing news stories for broadcast. Emphasis generating stories, reporting, spot news, interviewing writing to video, production and port-production. Prerequisites: JLM 276, or COM 276, or JLM 376 or COM 376.

JLM 381 – Censorship 3

JLM 390 – Independent Study 3
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 400 – Topics in Journalism Studies 1-6
Advanced consideration of selected topics in journalism. May be repeated up to six credit hours provided topics are not the same. Prerequisite: Journalism Studies 261 or permission of instructor.

JLM 401 – Media Ethics in Contemporary Society 3
Ethical and moral considerations as they apply to media and journalists; acceptable and unacceptable practices of contemporary media. Discussion of various media codes of ethics and their applications. Prerequisite: Journalism Studies 262.

JLM 450 – Field Work in Journalism 3
Total of 140 hours during semester at a Central New York media site. One-hour weekly class meeting. Topics include resumes, cover letters, portfolios, job-hunting. Prerequisites JLM 261, 262, 364; Grade of ‘C’ in each. Permission of instructor required.

JLM 461 – Web Writing and Design 3
Writing and editing stories for online presentation as well as examination of the theoretical, ethical and legal issues involved in working on the Web. Topics include online story structure, linking strategies, and Web usability and design. Prerequisite: JLM 261

JLM 467 – Communications Law 3
First Amendment theory, prior restraint, libel, privacy, free press/fair trial, confidentiality of sources, government regulation of broadcasting, Internet, advertising. Prerequisites: ENG 102 or permission of instructor.

JLM 470 – Internship 1-12
On-site experience with media. On-site hours determined by credits. Weekly journals and paper required. Permission of instructor required. Prerequisites: JLM 261 and 262. Minimum grade of ‘C’ in each. Course may be repeated up to a total of 12 credits.

JLM 476 – Television Newscast 3
Plan and execute all facets of producing weekly newscast, including selecting, writing, editing and prioritizing stories. Rotate through roles (anchor, producer, writer, reporter, editor, camera). Programs recorded in Simon studio. Course may be taken twice. Prerequisites: JLM 259 and JLM 276 or permission of instructor.

JLM 490 – Independent Study 1-3
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.
Latin

LAT 101 – Beginning Latin I 3
Introduction to Latin grammar and syntax with an emphasis on vocabulary building and English derivatives. Reading of simple prose and study of aspects of Roman culture.

LAT 102 – Beginning Latin II 3
Continuation of Latin 101. Prerequisite: LAT 101.

Liberal Studies

LST 500 – Selected Topics 0-3

LST 503 – Graduate Liberal Studies Seminar 1
Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes 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.

Literature

LIT 205 – World Literature to 1650 – 3
May include Greek and Roman epic, lyric, drama, comedy, and pastoral as well as works by Chretien de Troyes, Dante, Cervantes, and others in translation.

LIT 206 – World Literature from 1650 to the Present 3
Literature after 1650 in translation. Typically includes Moliere, Voltaire, Goethe, Flaubert, Dostoevsky, Ibsen, Mann, and Kafka.

LIT 334 – Greek & Roman Mythology 3
A study of those myths which have had significant influence on later literature and art. Readings in translation selected from the great authors of antiquity. Prerequisite: ENG 102.

LIT 347 – Images of Women in Literature 3
Examination of women’s roles in texts by authors of both genders. Critical views of female characters in literature. Understanding of gender roles in literature of various cultures. Prerequisite: ENG 102.

LIT 356 – From Fairy Tale to Modern Fantasy 3

LIT 358 – World Literature in English 3
Modern and contemporary literature in English from Africa, Asia, the Caribbean, and the Pacific. All genres; may include works by Achebe, Narayan, Rushdie, Soyinka, Head, Salkey, and others. Prerequisite: ENG 102.

LIT 400 – Topics in World Literature 3
Concentrated study - primarily in translation - of genres, masterpieces, movements, periods, or themes. Topics will vary from term to term. Prerequisite: ENG 102.

Management

MGT 100 – Freshman Seminar in Business and Leadership 3
Introduction to identifying, building, and supporting those leadership skills
critical to a successful business career. Leadership will be put into action by developing campus and community involvement through team building.

MGT 101 – Introduction to Contemporary Business 3
Integrative nature of business; dynamic business environment, global markets, ethical behavior, social responsibility, forms of business ownership, and entrepreneurship; includes team training, oral and written business communications, and methods of researching business information.

MGT 201 – Principles of Organization and Management 3
Principles of management and organizational theory. Addresses all functional areas of management, emphasizing key management responsibilities of planning, organizing, controlling, leading, and staffing. Also addresses ethical and social responsibilities, change, and global challenges. Prerequisites: MGT 101 or CMG 103.

MGT 202 – Applied Integrated Management 3
Integration of teamwork, leadership, business strategy, marketing and sales strategy, customer value, financial reporting, profit management, quality improvement, supply chain management in a global environment through a marketplace computer simulation exercise. Prerequisite: MGT 201

MGT 300 – Selected Topics: 1-3

MGT 301 – Strategic Management 3
A case study course integrating business strategy at the strategic management level; includes: crafting and executing a world-class strategy, analysis of internal and external environments; competitive, offensive, defensive, merger and acquisition and global strategies. Prerequisite: ECN 241, FIN 333, MAT 144 and MGT 202

MGT 322 – Managing Information Systems 3
Principles of databases and information systems from the following perspectives; accounting, executive, marketing, manufacturing, financial, and human resources. Includes decision support and knowledge-based systems. Prerequisite: Computer Science 117 or exemption, MGT 201 or permission of instructor.

MGT 325 – Management of Technology 3
Emphasizes competitive advantages of managing information technology, including electronic commerce, data warehousing, data mining, supply chain management, enterprise resource planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisites: CSC 117 and MGT 201

MGT 371 – Human Resource Management 3
Advanced examination of HRM functions, its role in organizations, and its future implications for managers and others. Emphasis on areas of HRM specialization. Prerequisite: Management 201 or equivalent.

MGT 372 – Operations Management 3
Operational process design, planning and control. Includes project management, process analysis, forecasting, inventory control, manufacturing process selection and design, aggregate sales and operations planning, material requirements planning and scheduling. Prerequisites: ECN 241, MGT 201, MAT 144.

MGT 375 – Labor Relations and Collective Bargaining 3
Collective bargaining as a basic process of the determination of wages and other terms of employment; the mechanics followed by unions and management; the role of government and law; the administration of collective agreements. Prerequisite: MGT 201
MGT 400 – Selected Topics 1-3

MGT 401 – Management Science 3
Quantitative methods used in business problem solving and decision making. Includes linear programming, transportation and assignment, forecasting, project scheduling, inventory models, waiting line models, simulation, and Markov processes. Prerequisites: Math 144, Economics 241 or their equivalent and MGT 201 or permission of the instructor.

MGT 422 – Management of Technology 3
Competitive advantage through management of information technology, electronic commerce, data warehousing, data mining, supply chain management, knowledge management, enterprise resources planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisites: CSC 117 and MGT 202.

MGT 428 – Strategic Management and Leadership 3
Case study course integrating business strategy and policy formulation at the upper management levels. Includes analysis of internal and external environmental factors (i.e., competitive, economic, legal, global, etc.) Ethics, leadership, and social responsibility also addressed. Prerequisite: ACC 202, ECN 131, 141 and 241; FIN 333, MGT 325, 371, MAT 144, and MKT 211 or permission of Instructor.

MGT 451 – Advanced Management Applications 3
Capstone course integrating marketing, human resources, finance, and operations functional areas through case study analysis, computer simulation, company tours, and or consulting-type class projects for local businesses. Application of management theory in real-world environment. Prerequisite: MGT428 or permission from Instructor.

MGT 459 – International Business Management 3
Case study of multinational enterprise management, including international expansion, conflicting forces of global integration, local responsiveness, evolution of multinational, international, and global strategies, cross-border alliance strategies, transnational organizations, and strategy implementation. Prerequisites: ECN 443 and MGT 428 or permission of instructor.

MGT 470 – Internship 3
Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/fail grading. Open to senior management majors with a 2.8 GPA or higher. Permission of dean required.

MGT 471 – Organizational Behavior 3
Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisites: Psychology 101 and Management 201 or permission of instructor.

MGT 473 – Total Compensation: Theories and Practices 3
Managing employee compensation and benefits; the effects of pay decisions on individual behavior and organizational performance; why employers choose a particular pay program and how it is implemented. Prerequisite: MGT 371 or Instructor’s permission.

MGT 474 – Human Resource Development 3
Theories, models, and applications for Human Resource Development (HRD). Critical topics; discussion of theories, models, and related research. Prerequisite MGT 371 or Instructor’s permission.
MGT 490 – Independent Study  1-6

MGT 501 – Management and Marketing  3
Emphasis on broad basic 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 heavily in course.

MGT 531 – Leadership in Marketing and Strategic Planning  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.

Marketing

MKT 211 – Principles of Marketing  3
Basic marketing principles and practices including: marketing functions and policies, consumer demand, distribution channels; branding, promotion and advertising, pricing, place and location, ethics, global, economic, and legal implications. Prerequisite: MGT 101.

MKT 300 – Selected Topics  1-3

MKT 311 – Elements of Integrated Marketing Communication  3
Discussion of the various tools of marketing communication, their strengths and weaknesses, how to measure their effectiveness, and the legal and ethical aspects of marketing communication efforts.

MKT 313 – Marketing Research  3
Readings, lectures, and discussion of cases based on the application of market research techniques to marketing problems. Prerequisites: Management 201, Economics 241, Mathematics 144 and Marketing 211.

MKT 315 – Consumer Behavior  3
Needs and behaviors of consumers; relationship of consumers with organizations, and how consumers make decisions regarding products and services. Prerequisites MGT 301 and MAT 143.

MKT 400 – Advanced Topics  3

MKT 401 – Retail Marketing  3
An overview of retail marketing at the operational level Prerequisite: Management 201 and Marketing 211.

MKT 404 – Industrial Marketing  3
Marketing requirements for those organizations addressing and serving the needs of industrial, institutional and governmental markets. Prerequisite: Management 201 and Marketing 211.

MKT 412 – Sales Management and Personal Selling  3
Planning, organizing, supervising, training, and administrative functions of sales force. Basic theories of inter-personal relationships, communication organization. Prerequisite: Management 201 and Marketing 211 or permission of instructor.

MKT 414 – Marketing Channels  3
A study of the evolutionary aspects of marketing channels, the environmental factors that cause channel evolution, and the consideration underlying channel selection decisions. Prerequisite: Management 201 and Marketing 211.

MKT 415 – International Marketing  3
In-depth exploration of marketing practices. Focus on managerial and operational problems of world enterprise with emphasis on the ethnic and cultural differences influencing marketing strategy. Prerequisite: Management 201 and Marketing 211.
MKT 481 – Marketing Management 3
A study of the broad aspects of distribution on a decision-making level. Analysis and forecasting of demand, structure of distribution, selection of channels of distribution, and promotional procedure are some of the topics covered. Prerequisites: MKT 311 and MKT 313

Mathematics

MAT 100 – Basic Mathematics 1-2
Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, operations with algebraic expressions, factoring, linear equations, solutions of word problems. Two credits during regular semesters and one credit during Summer Institute. Admission by Mathematics Placement Test.

MAT 104 – Intermediate Algebra 3
Operation with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques. Mathematics 104 may not be taken for credit after receiving a grade of C or better in Mathematics 151 or above. Prerequisite: Mathematics 100 or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 107 – Excursions in Mathematics 3
Basic principles and techniques of mathematics. May include theory of sets, logic, number theory, geometry, probability and statistics, consumer mathematics. Emphasis on unity of thought and consistency of approach to problem solving. History and relevance of mathematics for growth of civilizations. Prerequisite: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 112 – Basic Statistics 3
For non-mathematics majors. Probability theory topics, binomial distribution, normal distribution, descriptive statistics, frequency distribution, measures of central tendency, hypothesis testing. Confidence intervals, correlation, and prediction. Prerequisite: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor. Students may not also take for credit Psychology 211, Economics 241 or Sociology 211.

MAT 131 – Plane Trigonometry 3
Trigonometric functions, identities, related angles, degree and radian measure, graphs, compound and multiple angles, equations, inverse functions, oblique triangles, complex numbers, DeMoivre’s Theorem. Prerequisite: MAT 104, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 143 – Mathematical Analysis for Business & Economics I 3
For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance. Prerequisite: Mathematics 104, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 144 – Mathematical Analysis for Business & Economics II 3
Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite: Mathematics 143.

MAT 151 – Pre-Calculus 3
Elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions, quadratic curves, and introduction to analytic geometry. Prerequisite:
Courses of Instruction

Mathematics 104, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 201 – Calculus I 3
Review of analytic geometry and trigonometric functions. Limits, derivatives, maxima and minima, related rates, graphs, differentials, mean value theorem. Prerequisite: Mathematics 151 or satisfactory performance in mathematics placement test administered by mathematics department, or permission of instructor.

MAT 202 – Calculus II 3
Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hopital's rules; improper integrals and methods of integration. Prerequisite: Mathematics 201.

MAT 300 – Selected Topics 1-3
MAT 301 – Calculus III 3
Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite: Mathematics 202.

MAT 302 – Calculus IV 3
Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite: Mathematics 301.

MAT 303 – History of Mathematics 3
Study of mathematical concepts in historical perspective lives, character, and contributions of the mathematicians and the relation of mathematics to other sciences. Prerequisite: Mathematics 201 or permission of instructor.

MAT 305 – Fundamental Structures of Mathematics 3
Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof.

Prerequisite: Mathematics 202 or permission of instructor.

MAT 313 – Mathematics: A Heuristic Approach 3
Historical and developmental perspectives. Problem solving and pattern recognition. Motivational techniques. Practical applications, emphasis on knowledge and understanding of subject matter. Diagnostic tools to detect and correct common misconceptions. Assessment and statistical interpretation of errors. Prerequisite: Mathematics 202 or permission of instructor.

MAT 317 – Ordinary Differential Equations 3

MAT 321 – Probability & Statistics 3
Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite: Mathematics 301.

MAT 322 – Mathematical Statistics 3
Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite: Mathematics 321.

MAT 331 – Linear Algebra 3
Systems of linear equations, matrices, determinants, vectors vector spaces and subspaces, linear independence, basis and dimension, orthonormal bases, Gram-Schmidt process, eigenvalues and eigenvectors, diagonalization, linear transformations, applications. Prerequisite: Mathematics 202 or permission of instructor.
MAT 334 – Introduction to Abstract Algebra 3
Elementary theory of groups, rings, domains, and fields, including the integers and polynomial rings and their applications. Quaternions and the Cayley numbers. Prerequisite: Mathematics 305 with grade of C or better, or permission of instructor.

MAT 341 – Number Theory 3
Topics include prime numbers, greatest common divisors, congruences, Wilson’s, Fermat’s and Euler’s Theorems, polynomial congruences, perfect numbers, primitive roots, indices, quadratic residues, Legendre symbol, quadratic reciprocity law. Prerequisite: Mathematics 305 or permission of instructor.

MAT 351 – Euclidean & Non-Euclidean Geometries 3
Euclidean geometry examined as a system of carefully formulated axioms, precise definitions, and rigorous proofs of theorems in plane and solid geometry. History, foundation and applications of the non-Euclidean geometries: Lobatchevskian and Reimannian. Prerequisite: Mathematics 305 or permission of instructor.

MAT 390 – Independent Study 1-3 Independent Study (1-3) IR

MAT 400 – Topics in Higher Mathematics 3
In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Permission of instructor required.

MAT 401 – Real Analysis I 3
Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisites: Mathematics 302 and 305 or permission of instructor.

MAT 402 – Real Analysis II 3
Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite: Mathematics 401.

MAT 413 – Mathematics: A Heuristic Approach: Practicum 4
Students apply the principles learned in Mathematics 313 in a Mathematics 100 classroom, participating in planning, preparation, presentation, and assessment. Discussion and analysis. Daily journal required. Prerequisite: Mathematics 313. By invitation only.

MAT 484 – Complex Variables 3
Analytic functions. Harmonic functions. Cauchy’s Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite: Mathematics 401.

MAT 486 – Numerical Analysis I 3

MAT 487 – Numerical Analysis II 3

MAT 490 – Independent Study 1-3 Independent Study (1-3) IR

MAT 503 – History of Mathematics 3
Origin of numbers and changing views of mathematics, pre-civilization through the early twentieth century.
MAT 505 – Problem Solving in Mathematics 3

MAT 517 – Early Childhood/Elementary Education: Mathematics 3

MAT 535 – Contemporary Mathematics 3
Mathematics relevant to business, politics, history and the social sciences. Realistic approach to problem solving.

MAT 551 – Classical and Modern Geometry 3

MAT 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.

Military Science

MSL 101 – Leadership & Development 0,1
Basic drill and ceremonies, physical conditioning, land navigation, first aid, leadership techniques, weapons familiarizations, and small-unit tactics.

MSL 102 – Foundations of the US Army 1
Leadership fundamentals such as goal setting, problem solving, leadership attributes, and core values.

MSL 201 – Innovative Team Leadership 0,1
Developing leadership strategies and styles by examining team dynamics and leadership theories.

MSL 202 – Leadership & Problem Solving 1
Examines challenges of leading teams; exploring the dynamics of adaptive leadership, practice/assess own leadership and communication styles.

MSL 301 – Leading Small Organizations 0,
This course is designed to teach small unit leadership and introduce students to the planning process and Army operations.

MSL 302 – Advanced Leadership 1
Junior and senior level courses expanding on basic subject areas. This includes leadership and management development: command, control, staff operations, planning and organizing.

MSL 401 – Mil Professionalism & Ethics 0,
How Army values and leader ethics are applied and how they are relevant to everyday life.

MSL 402 – Advanced Leadership Course and Leadership Laboratory 0,2
Junior and senior level courses which expand on basic subject areas. Leadership and management development, with classes on command, control, staff operations, planning, and organizing. Taught in each semester of the Advanced Course (last two years) of the curriculum.
Music

MUS 110 – Choir 1
The study, rehearsal, and performance of choral music. Three hours of rehearsal a week. May be taken four times for credit.

MUS 115 – Introduction to Music 3
Introductory study covering a variety of types of music, including works by major composers from various historic periods. Emphasis on development of structured listening based on the elements of music.

MUS 120 – Utica College Concert Band 1
Study, rehearsal, and performance of music for band and, as instrumentation permits, stage band as well. Three hours of rehearsal a week. May be taken four times for credit.

MUS 130 – Beginning African Drumming 1
Basic hand drumming techniques: (tone, bass slap, muffle), and their application to the rhythms from different parts of Africa. Ewe people and culture, ensemble playing, call and response, improvisation. May be taken up to three times for credit.

MUS 150 – Applied Music: Beginning Instrumental Instruction 1
Solo instrumental instruction. Students may take a combination of MUS 150 and 160 a total of six times for credit.

MUS 160 – Applied Music: Advanced Instrumental Instruction 1
Advanced solo instruction in instrumental music. A combination of MUS 150 and 160 may be taken a maximum of six times for credit. Prerequisite MUS 150 and audition or permission of instructor.

MUS 170 – Applied Music: Beginning Voice Instruction 1
Solo voice instruction. May be repeated four times for credit.

MUS 180 – Applied Music: Advanced Voice Instruction 1
Individual vocal instruction of advanced scope and difficulty. Combination of MUS 170 and 180 may be taken six times for credit. Prerequisite: MUS 170 plus audition or permission of instructor.

MUS 200 – Topics in Music: Beginning Drumming 1

MUS 230 – Instrumental Ensemble 1
Techniques of instrumental performance and styles through listening, discussion, and performance. Experience required in particular genre offered. Audition may be required.

MUS 245 – History of Music I 3
Survey of Western music from its Greek origins through the Baroque period, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 246 – History of Music II 3
Survey of Western music from the latter part of the Baroque period to the present, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 250 – Intermediate Group Instruction: Instrumental 1
Group instruction in specific instruments. Topics will vary from semester to semester. May be repeated for credit three times provided instrument is not the same.

MUS 260 – String Ensemble 1
Study, rehearsal, and performance of music for string ensemble. May be taken four times for credit.
MUS 300 – Selected Topics In Music 1-3

MUS 325 – History of Contemporary Music - Jazz 3
Jazz styles, forms, history, literature, cultural influences, musical structure, and prominent performers.

MUS 326 – History of Contemporary Music - Hip Hop 3
Hip Hop forms, contributors, political and historical contexts, and outstanding musical performers. Hip Hop's pre-history, early history, structure and culture, genres, and personalities, and its impacts on the music we listen to today.

MUS 327 – History of Contemporary Music- World Music 3
Comparison of music styles as they relate to other cultures around the globe. We will study the traditional instruments, forms, and performers of Asia, Oceania, Middle East, Africa, Europe, Caribbean, Central and South America.

MUS 328 – History of Contemporary Music- Rock 3
American music through a study of the contributions of various ethnic groups, folk and art sources, leaders in composition, and outstanding musical performers.

Neuroscience

NEU 420 – Short Course in Neuroscience 1
One-credit course in area of neuroscience not covered extensively in another course. Format: lectures, discussions, laboratory exercises, field work, or any combination of these. May take up to three times for credit if topics differ. Prerequisites: BIO 211, BIO 212, and BIO 232 or permission of instructor.

NEU 450 – Senior Research 3
Students conduct original research on a subject in neuroscience based on proposals generated in Psychology 312 or in consultation with a faculty mentor in the Psychology or Biology Department. Prerequisites: BIO 231, BIO 232, or PSY 312; junior or senior standing; and permission of instructor. May be repeated once for credit.

NEU 495 – Senior Seminar 3
Critical analysis of current research by reading literature in the field of neuroscience to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

Nursing

NUR 101 – Introduction to Professional Nursing 1

NUR 201 – Health Assessment and the Nursing Process 0,3
Assessment of physical, psychological, social, cultural, and environmental aspects of clients. Focuses on well-individual, with reference to illness. Includes laboratory. Prerequisites: Biology 101, 102, or permission of instructor.

NUR 206 – Fundamentals of Nursing Practice 0-3
Overview of professional nursing. Introduction to nursing theory and research. Basic principles of stress and adaptation, and human interaction in context of the nursing process. Basic clinical skills practiced in laboratory. Not open to RNs (see Nursing 351). Prerequisites: Biology 101, 102, Chemistry 211, Psychology 101, Sociology 151. Co-requisites: Nursing 201, 206C, Biology 203, 208. (Sociology 151 may be co-requisite.)
NUR 311 – Socialization to Professional Nursing 3
Sets the foundation for professional practice that is built upon throughout the curriculum. Students are introduced to all aspects of the nursing profession, including an overview of nursing roles, theory, and professional practice. Prerequisites: PHI 107 or PHI 108 and SOC 151, except for RN to BS program.

NUR 312 – Leadership and Informatics in Professional Nursing 3
Differentiates nursing leadership from nursing management and describes how nurses lead professionally. Additionally, this course will explore the impact of informatics and technology on nursing, patient care, and health care delivery. Prerequisite: NUR 311, except for RN to BS program.

NUR 321 – Foundations for Nursing Care 0-4
Foundations of nursing practice and the nurse-patient relationship. The essential elements of caring, critical thinking, teaching, assessment, communication and professionalism are addressed. Includes lab and clinical. Prerequisites: BIO 101, BIO 102 and HLS 245 or PSY 223.

NUR 325 – Health Assessment in Professional Nursing Practice 3
Allows practicing nurses to broaden their skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. Focus is on well individuals with reference to illness for comparison.

NUR 326 – Health Assessment 0-3
Provides opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. Prerequisites: BIO 101 and BIO 102.

NUR 332 – Pathophysiology 3
Basic principles and processes of pathophysiology, including cellular communication, genetics, forms of cellular injury, fluid and electrolytes, acid-base balance, immunity, stress, coping, illness and tumor biology. Prerequisites: BIO 101, BIO 102, BIO 203, CHE 211, except for RN to BS program.

NUR 333 – Pharmacology 3
Information for safe, effective nursing care related to pharmacology. Covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, interactions with other drugs, herbs, food and treatment of overdose and antidotes. Prerequisite: NUR 332, except for RN to BS program.

NUR 334 – Nursing Care of Adult I 0-4
Utilizes the nursing process to facilitate individual and family adaptation to acute stress. Alterations experienced in surgery (perioperative nursing), mobility, digestion, elimination, metabolism, cancer fluid/gas transport, skin protection. Includes laboratory. Prerequisites: Nursing 201, 206, Biology 203, 205, 208; and Health Studies 245 or Psychology 223. Co-requisite: Nursing 334.

NUR 336 – Nursing Care of the Chronically Ill Client 0-3
Nursing process with adults and families living with chronic conditions such as diabetes mellitus, hypertension, arthritis, and alcoholism. Role of nurse as teacher emphasized. Includes laboratory. Prerequisite: Nursing 201, 206; Biology 203, 205, 208; and Health Studies 245 or Psychology 223. Co-requisite: Nursing 336C

NUR 337 – Care of the Human Spirit 3
Relationship between spirituality and health and it relevance to professional practice.
NUR 345 – Clinical Pharmacology: Application to Practice 3
Pharmacological agents used in the health care practitioner practice setting. Reality based scenarios will be used to promote application of drug knowledge. Prerequisites BIO 101, BIO 102, HLS 309 or Nursing Major.

NUR 346 – Care of Populations and Communities 1-2
Health of populations and communities through study of epidemiology, health promotion and disease prevention across the life span. The influences of environment, genetics, culture, economics, and access to care are analyzed. Prerequisites: PSY 101, SOC 151 and HLS 245 or PSY 223 and PHI 107 or PHI 108, except for RN to BS program.

NUR 351 – Conceptual Framework for Nursing Practice 3
Theoretical foundation for RNs entering the nursing program. Concepts of stress/adaptation systems, human interaction, critical thinking, problem-solving, and decision making. For RNs only.

NUR 355 – Basic Cardiac Dysrhythmias 1
Course provides essential information regarding the interpretation of basic cardiac dysrhythmias, as well as current collaborative treatment modalities. Will be offered as a nursing elective every fall. Prerequisites: BIO 101, BIO 102 or RN-BS student.

NUR 356 – Introduction to NCLEX-RN Test-Taking Strategies 1
This course will assist students in beginning to prepare for the NCLEX-RN style questions. The course focuses on developing critical thinking and application techniques in answering NCLEX style questions.

NUR 361 – Foundations of Forensic Nursing: Theory, Practice, and Future Implications 3
History, theory, and philosophy of forensic nursing. A biopsychosocial approach to role definition, forensic education, and standards of care. Ethical-legal issues and cultural diversity in providing health care to incarcerated individuals.

NUR 365 – Care of the Obstetric Population 0-3
Maternal, paternal, fetal/neonatal physiological and psychosocial responses to childbearing. Family theory provides framework for interpreting and understanding the way the family adjusts to pregnancy, birth, and the addition of the newborn. Prerequisites: BIO 101 and BIO 102 and HLS 245 or PSY 223.

NUR 366 – Care of the Aging Population 0-3
In depth look at older adults who constitute a majority and growing proportion of people who receive nursing care. Includes learning strategies to assist the aging population to maintain optimal health with chronic illness. Prerequisites: BIO 101, BIO 102 and HLS 245 or PSY 223.

NUR 371 – Medical/Surgical Nursing Care I 0-5
Builds upon theoretical concepts, integrating the nursing process to facilitate individual and family adaptation to acute stressors within medical-surgical nursing. Common physiological and psychosocial stressor and related principles of care management are explored. Prerequisite: NUR 321.

NUR 372 – Childbearing Family Nursing 0-3
Theories of human interaction skills, family dynamics, entered focus with periodic attention to the individual. Laboratory focus on families experiencing normal developmental/maturational stressors. Prerequisite: Nursing 334. Co-requisite: Nursing 372C.

NUR 375 – Psychiatric/Mental Health Nursing 0-3
Promotion and maintenance of mental health and alleviation of suffering in mental illness. Effect of psychosocial
stressors on individual, family, group, and community. Theories of mental health and illness and nursing care to promote adaptive coping to emotional stressors. Prerequisite: Nursing 336. Co-requisite: Nursing 375C.

NUR 400 – Impact of Culture on Professional Practice 1–3
Advanced study of selected topics in nursing. Topics may vary from year to year in response to needs and interest of students as well as changes in the nursing profession. May be repeated up to six credit hours. Prerequisite: Permission of instructor.

NUR 411 – Health Policy Management in Professional Nursing 2
Nursing management in practice, education, political and community settings. Emphasizes the essential elements of management, including different management techniques and routine tasks such as budgeting, planning, supervision and delegation. Prerequisite: NUR 312, except for RN to BS program.

NUR 412 – Trends in Professional Nursing 2,3
Preparation for the transition from student to professional baccalaureate generalist nurse. Trends and issues regarding nursing education, research, and practice are analyzed within a historical, social, and multicultural systems framework. Prerequisite: NUR 411.

NUR 413 – Trends and Issues in Professional Nursing Practice 3
Focuses on trends and issues confronting nurses, emphasis on role of bachelor’s prepared nurse. Students will participate in a practice experience requiring application of leadership abilities in practice setting.

NUR 421 – Medical/Surgical Nursing Care II 2
Focuses on increasing complexity of illness, the nursing process in the adult population, complex physiological and psychosocial stressor, and related principles of patient care management. Prerequisite: NUR 371. Corequisite: NUR 423.

NUR 423 – Senior Nursing Care Seminar Lab I 1
Seminar based course which explores patients scenarios through case studies, laboratory experiences, and simulation. Students work in teams to analyze patient situations and develop critical thinking skills in the effective delivery of holistic patient care. Prerequisite: NUR 371. Corequisite: NUR 421.

NUR 444 – Care of Populations with Psychiatric Concerns 0–3
The nurse client relationship and therapeutic communication techniques as they relate to those with mental health considerations. Neurobiological processes and therapeutic techniques. Prerequisites: BIO 101, BIO 102, PSY 101 and SOC 151.

NUR 446 – Care of the Pediatric Population 0–3
The nurse’s role in promoting adaptation in the childbearing family. Particular stressors include perinatal complications, well-child health promotion, and child- hood illness. Prerequisites: BIO 101 and BIO 102 and HLS 245 or PSY 223.

NUR 447 – Childrearing Family Nursing 0–3
The nurse’s role in preparing children and families for maturational stressors
and assisting in coping with alterations in health status: perinatal complications; well-child health promotion; and childhood illness. Includes laboratory. Prerequisites: all 3000-level required nursing courses. Co-requisite: Nursing 447 Clinical.

NUR 455 – NCLEX-RN: Test Taking Strategies 1
This course will assist students and graduates in preparing for the NCLEX-RN examination. The course focuses on the NCLEX-RN test plan to develop and refine test-taking strategies to perform well on the NCLEX-RN examination upon graduation.

NUR 456 – Impact of Culture on Professional Practice 3
This course is designed to enhance the students’ role as they develop their ability to interact with health care consumers in a culturally competent manner.

NUR 465 – End-of-Life and Palliative Care Practice 2
End of life issues, palliative care, and complementary therapies. Physical, psychological, social, and spiritual concerns of patients and families as they relate to pain and comfort care, and end-of-life decisions. Prerequisites: PHI 107 or PHI 108, except for RN to BS program.

NUR 471 – Advanced Medical/Surgical Nursing 2-3
Integration of theoretical, clinical, and professional concepts to provide care for patients with complex health issues. Emphasis on assessment, differential diagnosis, pathophysiology, pharmacology, critical thinking skills, and clinical judgement. Prerequisite: NUR 421. Corequisite: NUR 473

NUR 472 – Trends and Issues in Professional Nursing 2
Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

NUR 473 – Senior Nursing Care Seminar Lab II 1
Nursing care, communication within healthcare teams, delegation of care, and cultural, legal, and ethical implications. The role of the registered professional nurse as leader in the management of patient care. Prerequisites: NUR 421, NUR 423. Corequisite: NUR 471.

NUR 474 – Community Health Nursing 0-3
Community resources for effective adaptation of community as a whole to stressors affecting health. Teaching primary, secondary, and tertiary prevention. Prerequisites: Nursing 435, 447, and Philosophy 107 or 108, except for RM-BS program. Corequisite: Nursing 474C.

NUR 475 – Nursing Management in the Community 1-5
Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisites: Nursing 435, 447 and Philosophy 107 or 108, except for RM-BS program. Corequisite Nursing 475C.

NUR 478 – Critical Care Nursing 0-3
Care of patients, families, groups, and communities undergoing multiple stressors. Cardiopulmonary surgery, neurosurgery, multiple trauma, and complex health problems emphasizing biopsychosocial adaptation. Includes laboratory. Prerequisites: Nursing 435 and Philosophy 107 or 108. Co-requisite: Nursing 478C.
NUR 489 – Nursing Honors 3
NUR 499 – Nursing Honors 3

Occupational Therapy

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
Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 – Professional Writing I 1
Documentation, publication, and other aspects of professional writing specific to occupational therapy. All assignments will be linked to those in OCT 622 Professional Writing II. Co-requisites: OCT 548 and OCT 549.

OCT 525 – Fundamentals of Transformative Learning 1
Principles of transformative learning applied to educational experiences within the occupational therapy program. Co-requisite: OCT 573

OCT 526 – Case-Informed Discussion: Adolescents and Young Adults 2
Case-informed discussion related to the role of occupational therapy with adolescents and adults. Open only to students in the professional phase of the occupational therapy major. Co-requisite: OCT 571

OCT 527 – Case-Informed Discussion: Adults 2
Case-informed discussion to the role of occupational therapy with adults. Co-requisite: OCT 572

OCT 548 – Foundations of Occupational Therapy Research 1
Overview of evidence-based practice and research traditions within occupational therapy and associated disciplines. Co-requisite: OCT 549.

OCT 549 – Research Seminar I 2
Exploration of options for research project focused on occupation, culminating in submission of research/project proposal. Co-requisite: OCT 548

OCT 551 – Community I 1
Experimental learning in 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 IA 1
Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 561 – Professional Roles: Development 3
Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 571 – Occupational Performance III: Adolescents and Young Adults 0,4
Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention. Co-requisite: OCT 526

OCT 572 – Occupational Performance IV: Adults 0,4
Role of occupational therapy with adults older than 40 years of age; evaluation
Courses of Instruction

**OCT 573 – Fundamentals of Occupational Therapy Practice** 2
Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation. Co-requisite: OCT 525.

**Philosophy**

**PHI 101 – Critical Thinking** 3
Skills needed to read and write critically. The different kinds of arguments and their relative weaknesses and strengths, strategies for arguing well and spotting and avoiding common fallacies will all be covered.

**PHI 103 – Problems in Philosophy** 3
A critical study of the problems that have inspired philosophers and the solutions they have found. Subjects tackled include human nature, ethics, and the nature of knowledge.

**PHI 104 – Philosophy of Religion** 3
Examination of some of the philosophical issues raised by religion. Arguments for and against the existence of God, the nature and role of religious experience, the connection between ethics and religion and the language we use to talk about religion.

**PHI 107 – Ethics** 3
A critical and historical study of the major ethical theories from the period of Plato to the present. Analysis also of problems present in the construction of ethical theories, the nature of moral judgment, and moral evaluation.

**PHI 108 – Professional Ethics** 3
This course examines ethical dilemmas encountered by professionals at work. Journalism, health care, law, education, computer science/information technology and public relations all provide examples.

**PHI 200 – Great Philosophers** 3
An introduction to the major theories of a few selected great philosophers from the classical, modern, and contemporary periods. Selection of philosophers subject to change periodically. May be repeated once.

**PHI 205 – History of Ancient Philosophy** 3
A study of the development of philosophy from the period of Ancient Greece to the beginning of the Christian era through the analysis of selected problems and theories.

**PHI 206 – History of Modern Philosophy** 3
A study of the history of philosophy from the Renaissance to the present through an analysis of selected problems and theories.

**PHI 221 – Scientific Method** 3
Basic theoretical principles of modern scientific method including: explanation, deduction, induction, analogy, facts, hypotheses, mathematical truth, probability, causality, and determination.

**PHI 225 – Eastern Thought and Culture: Buddhism** 3
Buddhism’s role as the most significant culture-shaping factor in Asian history. Focuses on philosophical side of Buddhism as well as impact of these ideas in shaping Asian societies.

**PHI 226 – Eastern Thought and Culture: Confucianism** 3
Introduces basic philosophical ideas of Confucianism and explores Confucianism’s multifaceted and complex impact on Chinese, Japanese, and Korean societies.

**PHI 300 – Contemporary Philosophy** 3
A critical and comparative study of important philosophical contributions.
within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite: permission of instructor.

PHI 304 – Evolution and its Discontents 3
An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 305 – Ethical Issues in Contemporary Science and Technology 3
Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

PHI 315 – Theories of Knowledge 3
A critical examination of the theories which have arisen in the history of philosophy with regard to the nature of knowledge and belief. Prerequisite: Philosophy 101.

PHI 317 – Theories of Art 3
Introduction to aesthetic theories from Plato to the present. Prerequisite: permission of instructor.

PHI 325 – Medieval Philosophy 3
A critical study of the major philosophical problems of medieval philosophers from Plotinus to William of Ockham. Emphasis on such problems as the relation of faith and reason, God and creation, knowledge and science, realism and nominalism.

PHI 335 – Philosophy of Law 3
The writings of both classical and contemporary legal philosophers are studied. Issues examined include: What is law? What is the relationship between legal and moral obligations? Is imprisonment justifiable?

PHI 345 – Political Ethics 3
A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

PHI 365 – Theories of Value 3
A critical examination of philosophic theories purporting to deal with the nature of value in general, the nature of evaluative or normative criteria, and the manner in which the latter are determined. Prerequisite: permission of instructor.

PHI 375 – Symbolic Logic 3
A study devoted to the construction of systems of logic, formal systems of proof, and their application to various subject matters. Prerequisite: Philosophy 101 or permission of instructor.

PHI 385 – Healthcare Ethics 3
Designed to benefit healthcare professionals, this course explores current issues in medical ethics. It focuses on development of moral reasoning and decision making skills, and on relationship between ethical theory and medical policy.

PHI 390 – Independent Study 3

PHI 400 – Advanced Topics in Philosophy 3
Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite: permission of instructor.

PHI 425 – Theories of Justice 3
This course examines how various classical, modern, and contemporary writers have interpreted the concept of justice as it relates to the life of the individual and the effective functioning of society.

PHI 490 – Readings in Philosophy 3
Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor.
Philosophy majors only. Prerequisite: permission of instructor.

PHI 503 – Environmental Ethics 3
Topics covered include the relationship between environmental and traditional ethics, the nature of value, and interconnectedness in ethics and nature.

PHI 504 – Evolution and its Discontents 3
An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 505 – Ethical Issues in Contemporary Science and Technology 3
Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

Physical Education

PED 107 – Physical Training 0,1
A basic physical fitness program designed to increase the overall fitness and team cohesion skills necessary to meet the physical rigors and team cohesion skills that are in demand. Course may be repeated twice for credit.

PED 115 – Fitness 0,1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 120 – Aerobics 1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 125 – Aquatics 1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 130 – Basketball 0,1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 135 – Fencing 1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 140 – Advanced Fitness 0,1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 145 – Weight Training 0,1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 150 – Golf 0,1
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in
physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 155 – Karate 0,1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 165 – Racquetball 0,1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 170 – Self-Defense 1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 175 – Cardio Kickboxing/TB 0,1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 180 – Tennis 0,1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 185 – Volleyball 1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 190 – Weight Training 1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 195 – Yoga 0,1**
Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**PED 203 – Aerobic Dance 0,1**

**PED 205 – Bowling 0,1**

**PED 210 – Lifeguard Training 0,1**

**PED 215 – Jazz Dance 1**

**PED 220 – Martial Arts - Aikido 0,1**

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**Physical Therapy**

**PHT 538 – Introduction to Teaching and Learning 1**
Learners participate in seminars with facilitator(s) 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 553, 554, 557, 559, 565 and 569. Prerequisites: PHT 538, 541, 543, 544, 545, 546, 548, 549.
PHT 541 – Case Based Discussion I  6
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Primary patient diagnoses involve the musculoskeletal system. Co-requisites: PHT 538, 543, 544, 545, 546, 548, 549.

PHT 543 – Clinical Laboratory I  0,3
Students integrate knowledge, acquire basic clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary musculoskeletal diagnoses. Co-requisites: PHT 538, 541, 544, 545, 546, 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 538, 541, 543, 545, 546, 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 meet the needs of patients/clients with primary musculoskeletal pathologies. Co-requisites: PHT 538, 541, 543, 544, 546, 548, 549.

PHT 546 – Applied Clinical Kinesiology  1
This course is designed to present data from research, clinical practice and tools of mechanical analysis that describe the mechanical behavior of the tissues under normal and abnormal circumstances. Corequisites: PHT 538, 541, 543, 544, 546, 548, 549.

PHT 548 – Therapeutic Foundations  1
Basic techniques and foundational skills for examination and intervention through case study of individuals with simple diagnoses across practice settings. Students apply knowledge, acquire clinical skills, and develop professional behaviors. Co-requisites: PHT 538, 541, 543, 544, 545, 546, 549.

PHT 551 – Case Based Discussion II  6
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that promote autonomous clinical practice. Primary patient diagnoses involve the neuromuscular system. Co-requisites: PHT 553, 554, 557 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 553 – Clinical Laboratory II  3
Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary neuromuscular diagnoses. Co-requisites: PHT 551, 554, 557, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 554 – Anatomy II  0,3
Discussion and dissection provide basic scientific foundation of neuroanatomy and neurophysiology, with 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, 557, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 557 – Professional Practice I  3
Role, responsibility and accountability of the autonomous practitioner relative to the current health care environment. Emphasis on theoretical constructs underlying models of health care deliv-
Courses of Instruction

PHYSICAL THERAPY, DOCTOR OF

DPT 561 – Professional Development I: Introduction to Physical Therapy

DPT 564 – Human Gross Anatomy

DPT 582 – Clinical Sciences Foundation
Physiology, exercise-related physiology, pathophysiology, & basics of pharmacology and imaging. Theoretical constructs that support autonomous clinical practice. Prerequisite: DPT 564. Co-requisites: DPT 584, 586, 587, 588, 589.

DPT 584 – Movement Science

DPT 586 – Examination/Evaluation
Entry level skills related to examination of impairments of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisites: DPT 564. Co-requisites: DPT 582, 584, 587, 588, 589.

DPT 587 – Interventions
Basic foundational interventions related to impairments/function associated with disorders of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 588, 589.

DPT 588 – Prevention, Health Promotion and Wellness
Dimensions of wellness (physical, mental and social) introduced and applied to individual and groups. Role of physical therapist as practitioner of choice in the area of health promotion and wellness. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 587, 589.

DPT 589 – Caring for the Community I
Students introduced to prevention and wellness in community program. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty and Module V students. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 587, 588.
DPT 591 – Professional Development II  

DPT 592 – Clinical Sciences: Musculoskeletal System  
Pathophysiology, pharmacology and diagnostic imaging related to disorders of the musculoskeletal system. Prerequisites: DPT 589. Co-requisites: DPT 591, 593, 595, 596, 597, 599.

DPT 593 – Case Analysis Musculoskeletal  
Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist’s management of the disorders of the musculoskeletal system. Prerequisites: DPT 589. Co-requisites: DPT 591, 592, 595, 596, 597, 599.

DPT 595 – Evidence in Clinical Practice I  
Effective use of research and evidence central to patient management and clinical decision making. Students are guided to interpret published research and incorporate knowledge into practice through critical inquiry. Prerequisites: DPT 589. Co-requisites: DPT 591, 592, 593, 596, 597, 599.

DPT 596 – Examination/Evaluation of the Musculoskeletal System  
Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist’s management of the disorders of the musculoskeletal system. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 597 and 599.

DPT 597 – Interventions for the Musculoskeletal System  
Interventions appropriate to managing disorders/pathology of the musculoskeletal system and associated impairments and functional limitations. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 596, and 599.

DPT 599 – Caring for the Community II  
Students participate in assessment and intervention in local community program. Students practice selected elements of the client management process under supervision of physical therapy program faculty members and Module IV students. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 596, 597.

Physics

PHY 111 – Intelligent Life in the Universe  
Examines probability of extraterrestrial intelligence. Topics include star and planet formation, habitable conditions, physics and biochemistry of carbon-based life and intelligence, technical civilizations, and methods of communication with extraterrestrial civilizations.

PHY 115 – Principles of Astronomy: The Solar System  
Study of the sun, planets, meteors, comets, their origins, the celestial sphere, ancient astronomy, and modern space exploration. Construction and use of models supplement lecture, readings, films, and observation. Some arithmetic used.

PHY 116 – Astronomy: A Study of the Universe  
Introductory astronomy. Celestial sphere and planetary positions; history of astronomy; survey of the solar system; the ‘message’ of starlight; H-R diagrams; stellar evolution; quasars; cosmology and the possibility of extraterrestrial life. No physics or astronomy background is required. Some elementary algebra is used.
PHY 123 – Physics for Liberal Arts 3
Exploration of what the physical world is like, how it fits together, and some of its implications. The course covers classical mechanics and modern physics (special relativity and quantum physics). No formal mathematics will be used, but all the central concepts will be there. No prerequisites.

PHY 151 – General Physics I 0,4
Introduction to principles of kinematics, dynamics, machines, energy, momentum, heat, oscillations, waves, sound, and fluids. Applications to biomechanics and to energy generation, storage, and transfer. Lecture and three-hour laboratory.

PHY 152 – General Physics II 0,4
Introduction to principles of electricity, magnetism, optics and radiation, atomic and nuclear physics. Applications to electronics and instrumentation. Lecture, laboratory, and demonstrations. Prerequisite: Physics 151.

PHY 163 – How Things Work 3
Practical introduction to science in everyday life. Discover how things work using case-studies of real-world objects such as baseballs, rockets, vacuum cleaners, faucets, wood stoves, air conditioners, flashlights, lasers, clocks, guitars and microwave ovens. Some elementary algebra is used. Lecture/demonstration/discussion.

PHY 261 – Physics I 0,4
Calculus-based general physics. Introduction to principles of kinematics, forces, statics, dynamics, rotation, work, energy, gravitation, equilibrium, scientific methodologies and their development. Lecture and laboratory. Prerequisite: Mathematics 201 or permission of instructor.

PHY 262 – Physics II 0,4
Calculus-based general physics. Electricity and magnetism, radiation, optics, and elementary atomic physics. Lecture and laboratory. Prerequisites: Physics 261 and Mathematics 202 or permission of instructor.

PHY 323 – Statics and Dynamics 4
Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy, momentum and impulse, applications. Same as EGR 323

PHY 345 – Physical Chemistry I: Thermodynamics & Kinetics 3
Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as Chemistry 345. Prerequisites: CHE 212, MAT 202 and one year of college physics.

PHY 350 – Research 1-3
An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. Prerequisite: permission of the staff. May be repeated.

PHY 351 – DC and AC Electronics 0,4
Analysis of DC, AC, LRC, filter and resonant circuits, and their instrumentation. Kirchhoff’s laws; network theorems; branch, loop, and nodal analysis. Laboratory includes oscilloscopes, signal generators, power supplies, digital/analog multimeters, soldering and breadboarding. Lecture and laboratory. Same as EGR 351. Prerequisite: Physics 262.

PHY 355 – Electronics 0,4
Kirchhoff’s laws, complex phasors, branch current, loop and nodal analysis, and network parameters. Theory and applications of semiconductor devices. Lecture, demonstrations, and laboratory. Prerequisites: Physics 261, 262, and 351 or permissions of instructor.
PHY 363 – Physics III 0,4
The physics developed in the 20th century by Einstein, Schrodinger, Planck and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular and nuclear theory. Lecture, laboratory. Prerequisite: Physics 262 Prerequisite or co-requisite: Mathematics 302.

PHY 390 – Independent Study in Physics 1-3
Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisites: permission of the department and at least a 3.0 average in physics courses.

PHY 400 – Special Topics in Physics 1
A seminar course on current topics in the physics literature Meetings will be held weekly under the guidance of a staff member to discuss topics and prepare colloquia. May be taken twice for credit. Prerequisites: Physics 261 and 262 or permission of instructor.

PHY 423 – Geophysics: Theory & Applications 0,4
Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Prerequisites: GOL 398, PHY 152 or 262, or permission of instructor. Meets with GOL 423.

PHY 455 – Physical Electronics 3
Vacuum, gaseous, solid state, and quantum electronics including charged particle dynamics, the band theory of solids with application to semiconductor devices, electron emission, assemblies of particles and gaseous processes, plasma physics and modem amplifiers. Prerequisites: Physics 261, 262 and 363.

PHY 461 – Classical Mechanics 3
Fundamentals of Newtonian dynamics, work-energy concepts, conservation laws, an introduction to Hamilton’s Principle and Lagrange’s Equations. The study of oscillatory motion, central force motion, rigid body dynamics, and accelerated reference systems. Prerequisites: Physics 261 and 262. Prerequisite or co-requisite: Mathematics 317.

PHY 462 – Electricity & Magnetism 3
The classical theory of static and dynamic electricity and magnetism including solution of Maxwell’s equations for special cases. Prerequisites: Physics 262 and Mathematics 302.

PHY 465 – Physical Optics 3
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 467 – Introduction to Statistical Mechanics 3
Maxwell-Boltzmann statistics, applications, Fermi Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite: Physics 345.

PHY 471 – Introduction to Quantum Physics 1 3
Wave particle duality, uncertainty principle, atomic structure, Black Body Theory, quantization, Bohr Theory, Schrodinger equation, Vector coupling, Stern-Gerlach experiment, periodic table, atomic spectra, selection rules, bonding, molecular
spectra, masers and lasers, Band Theory, and applications to semiconductors. Prerequisite: Physics 363.

**PHY 472 – Introduction to Quantum Physics II 3**
Eigenvalues, Orthonormal functions, superposition principle, potential well, harmonic oscillator, Heisenberg picture, Schrodinger picture, perturbation theory, degeneracies, one electron atoms, angular momentum, quantum numbers, many electron atoms, coupling, multiplicities, magnetic and electric interactions. Prerequisite: Physics 471.

**PHY 475 – Nuclear Physics 3**
Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay, nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite: Physics 363.

**PHY 477 – Introduction to Solid State Physics 3**
The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite: Physics 363.

**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.

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### Psychobiology

**PSB 450 – Senior Research 3**
Students conduct original research on a subject spanning the disciplines of psychology and biology based on proposals generated in Psychology 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisites: BIO 231 and BIO 232, or PSY 312; junior or senior standing; and permission of instructor.

**PSB 495 – Senior Seminar 3**
Critical analysis of current research literature and integration of diverse sub-disciplines in the field of psychobiology to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

### Psychology

**PSY 101 – Introduction to Psychology 3**
Survey of the various fields of psychology including human development, learning and memory, sensation and perception, psychopathology and psychotherapy, physiology and behavior, social psychology, psychological testing, motivation and emotion.

**PSY 202 – Advanced General Psychology 3**
Reviewing major subfields of psychology through classic works of research. Exploration of scientific reasoning about behavior. Using reference works and databases to access sources in psychology. Correct use of American Psychological Association (APA) citation style. Prerequisite: PSY 101.

**PSY 207 – Human Sexuality 3**
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal
reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Biology 112.

**PSY 211 – Statistics in the Behavioral Sciences 3**
Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Same as Sociology 211. Students may not also take for credit Economics 241, Mathematics 112. Prerequisite: core component I Mathematics.

**PSY 223 – Life Span Developmental Psychology 3**
Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis is placed on the recognition of developmental milestones and changing roles throughout the life span continuum. Students may not also take for credit Health Studies 245. Prerequisite: Psychology 101.

**PSY 237 – Group Dynamics - Introduction to Group Development & Group Process 3**
Study of the development of, and interaction within, groups with special emphasis on small, task-oriented groups.

**PSY 256 – Principles of Behavior Change 3**
Study of laboratory-derived techniques used in the modification of human behavior. Emphasis placed on the application of behavioral techniques to maladaptive behavior, with extensions to one's own behavior and society as a whole. Theory and application discussed. Prerequisite: Psychology 101.

**PSY 270 – Introduction to Community Field Work 1**
Volunteer assistance in community service agency to experience working with children and/or adolescents. Prerequisite: transfer status with course work in infancy and childhood, adolescence, the exceptional individual, and/or therapeutic use of play, without fieldwork. Permission of instructor required.

**PSY 276 – Addictions Counseling 3**
Techniques of addictions counseling. In-depth study of addictions disease process, relapse prevention and support services, individual counseling techniques, treatment assessments and plans, and self-help groups. Prerequisite: Psychology 101.

**PSY 300 – Topics in Psychology 1-3**
Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Prerequisites: Psychology 101 and permission of instructor. Up to six credits, provided the topic is not the same.

**PSY 311 – Psychological Assessment & Testing 3**
General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisites: Psychology 101 and 211.

**PSY 311L – Laboratory in Psychological Assessment and Testing 1**
Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Prerequisite or co-requisite: Psychology 311.

**PSY 312 – Research Methods in Psychology 0,4**
Principles of experimental design and methods. Laboratory in data analysis.
Three lecture hours and one three - hour lab period weekly. Students design an original experiment proposal to be conducted in psychology 412. Prerequisites: Psychology 101 and 211.

PSY 321 – Infancy and Childhood 3
Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Prerequisite: Psychology 101.

PSY 322 – Adolescence 3
Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite: Psychology 101.

PSY 327 – Adulthood and Aging 3
Growth and development from young adulthood through old age. Development tasks as well as changes in cognition, perception, learning, and performance. Prerequisite: Psychology 101.

PSY 331 – Social Psychology 3
Theories and related research in areas of social learning, attitude change, interpersonal and self perception, aggression, prejudice, and group behavior. Prerequisite: Psychology 101.

PSY 331L – Laboratory in Social Psychology 1
Research methods in social psychology emphasizing field and laboratory studies, laboratory experience included to practice field and experimental setup, data collection, and analysis. Prerequisite or co-requisite: Psychology 331.

PSY 337 – Industrial and Organizational Psychology 3
Behavior in industrial work environments; attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite: Psychology 101.

PSY 343 – Sensation and Perception 0,4
Study of the senses, including background in sensory physiology, development of perceptual abilities, and appropriate research methodology. Laboratory emphasis on elementary research on sense-organ functioning and perceptual phenomena. Prerequisite: Psychology 101.

PSY 347 – Basic Psychobiology 3
First course in physiological psychology. Focus on anatomy, biochemistry, and physiology of biological systems in terms of relevance to study of behavior. Prerequisites: Psychology 101.

PSY 351 – Learning and Behavior 0,4
Classical and operant conditioning. Schedules of reinforcement, aversive control; biological constraints on learning. Research data discussed in relation to theory. Laboratory emphasis on basic learning process in animal subjects. Prerequisite: Psychology 101.

PSY 352 – Motivation and Emotion 3
Biological drives such as hunger, thirst, sleep, and sex; psychological drives such as curiosity and arousal; and learned social drives such as academic achievement, affiliation, altruism, and aggression; experimental study of emotion. Prerequisite: Psychology 101.

PSY 354 – Cognitive Psychology 0,4
Basic principles underlying discovery and retention of new modes of human behavior. Topics include attention, information processing, language learning, concept formation, sources of forgetting, and dynamics of memory. Laboratory supplements lecture with emphasis on information processing in human subjects. Prerequisite: Psychology 101.

PSY 356 – Positive Psychology 3
How humans prosper in the face of adversity; strengths and virtues that make life worth living; concepts and sup-
porting research, techniques, and exercises enhancing well-being. Prerequisite: PSY 101.

**PSY 361 – Abnormal Psychology  3**

Approaches to classification which are consistent with current diagnostic criterion will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite: Psychology 101.

**PSY 363 – Health Psychology  3**


**PSY 365 – Forensic Psychology  3**

Techniques of criminal investigation, criminal profiling, eyewitness identification, police interrogation, jury selection, trial preparation, and assessing competency to stand trial. Prerequisite: Psychology 101.

**PSY 366 – Individuals with Disabilities  3**

Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Requires 20 hours of volunteer work with a population which meets the criteria for disabilities. Prerequisite: Psychology 321.

**PSY 372 – The Counseling and Interviewing Process  3**

Developing interpersonal skills and competencies for working with individuals. Particular emphasis placed on working with reluctant, difficult, and hostile clients. Participants assess personal attitudes and beliefs in relations to enhancing their interpersonal style. Students may not also take Psychology-Child Life 374 for credit. Prerequisite Psychology 101

**PSY 402 – Research Assistant  1-3**

**PSY 405 – Evolutionary Psychology  3**

Examination of evolved behavioral adaptations on human and animal behavior. Heredity and evolutionary theory overview. Discussion of theory and research on evolutionary factors influencing learning, thinking, motivation, emotion, cooperation, competition, mate-selection, parenting, and other behaviors. Prerequisite: PSY 101

**PSY 406 – History of Psychology  3**

Historical review of inquiry and thought concerning the causes of human behavior, from ancient to recent times. Major emphasis is placed on developments leading to modern scientific psychology. Prerequisite PSY 101. Open only to senior psychology majors or with permission of instructor.

**PSY 410 – Independent Research in Psychology  1-6**

Individually supervised laboratory research and study. Provides opportunities for those who want to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Junior or senior standing and written approval of instructor.

**PSY 411 – Senior Seminar  3**

Selected topics of current interest. Critical analysis of current research literature and integration of diverse psychology subfields in understanding complex behavior. Integrates previous learning in small group settings. Prerequisite: Psychology 312.

**PSY 412 – Research Seminar  3**

Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in Psychology 312. Prerequisites: Psychology 211, 312.
PSY 413 – Program Evaluation  3
Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisites: Psychology/Sociology 211 and Psychology 312 or permission of instructor.

PSY 453 – Theories of Learning  3
Examination of the most important psychological theories concerning the learning process including the behavioristic positions (Thorndike, Guthrie, Skinner, Hull), the Gestalt positions (Lewin, Tolman), and recent developments leading to modern scientific psychology. Prerequisite: Psychology 101.

PSY 462 – Theories of Personality  3
Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite: Psychology 101.

PSY 470 – Practicum in Psychology  3,6
Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division associate dean required. Limited to junior and seniors in good academic standing.

PSY 489 – Honors Tutorial  3
Open to students in the Utica College Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

PSY 507 – Psychology and the Visual Arts  3
Introduces students to elements of design and how they create psychological effects. Introduces students to influential artists and their creative works. Affords students opportunities to explore their creative and expressive potentials.

PSY 560L – Health Care in Developing Regions: Tanzania Practicum  0
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 experiencing those approaches first hand (practica). 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 instructors.

Psychology-Child Life

PCL 123 – Childhood Services  1
A survey of professions involving the care of children and families. Theory, research, and practice in each profession will be examined.

PCL 214 – Developmental Research Methods  3
Theoretical principles and standard methods of evidence-based practices used by developmental psychologists and child life specialists. Open to Psychology-Child Life majors only.

PCL 271 – Introduction to the Child Life Specialty  3
Introduction to the role of child life specialists in health care settings; basic knowledge required to function as a child life specialist; application of general psychological and human development principles to the care of hospitalized children and adolescents. May not be used as a major elective for the gen-
eral psychology degree. Prerequisites: Psychology 101, 321, and permission of instructor.

**PCL 272 – Community Practicum Seminar** 2
Review of fieldwork experience completed in PCL 272L; including critical analysis, discussion, and presentation of activities, observations and assessments completed in PCL 272L. Prerequisite: PCL 272L.

**PCL 272L – Community Practicum Hours** 0
Minimum of 100 hours of volunteer assistance in a hospital (Child Life Specialists) or community agency (Child Studies) to gain practical experience working with children/adolescents. Written work and evaluations. Prerequisites: PSY 321 or PCL 271.

**PCL 323 – Early Intervention** 3
Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention. Prerequisites: PSY 223 or PSY 321 or permission of instructor.

**PCL 373 – Play as Curriculum** 3
Developmental interaction approach to curriculum planning. The teacher’s role in helping children move toward developmental goals. Equipment selection, environmental design, and daily schedules. Application to children experiencing health care encounters, chronic illnesses, and disabilities. Requires 20 hours of fieldwork. Prerequisite: PSY 321.

**PCL 374 – The Helping Relationship** 3
Developing counseling and human relations skills for working with children and adolescents, families, and professionals. Practice with basic listening skills and reflective self analysis. Students may not also take Psychology 372 for credit.

**PCL 375 – Death, Dying and Bereavement** 3
Investigations of psychosocial aspects of death and grief; understanding ways death is viewed in contemporary society; dealing supportively with dying and grieving persons; understanding one’s own feelings about death; explaining death to children; funerals and other death-related customs.

**PCL 377 – Children Under Stress** 3
Effects of various social conditions such as divorce, separation, hospitalization, and death upon children will be addressed. Students will have an opportunity to develop an understanding of children in crisis situations and explore ways to provide appropriate support. Prerequisite: PSY 223, PSY 321, PSY 322 or equivalent.

**PCL 423 – Childhood Disorders** 3
Developmental-ecological approach to developmental psychopathology, including origins of developmental disorders, developmental pathways, risks and protective factors, and interventions. Prerequisites: PSY 223, 321, 322 or HLS 245

**PCL 471 – Introduction to Child Life Internship I** 1
Preparation for internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, writing resumes, and interviewing. Child Life majors only.

**PCL 472 – Introduction to Child Life Internship II** 1
Preparation for internship and professional practice, including child abuse training and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Child Life major only.
Courses of Instruction

PCL 474 – Psychosocial Care of Hospitalized Children and Adolescents 3
Young people’s reactions to hospitalization at each stage of development; interventions initiated by child life specialists and other health care professionals to lessen the stress of hospitalization; role of parents; preparing young patients for hospital admission and medical procedures; planning and conducting therapeutic play and recreation programs. May not be used as a major elective for the general psychology degree. Prerequisite: PCL 271, senior psychology-child life majors, child life specialists only.

PCL 475 – Child Life Internship 12
Supervised experience in a hospital or other health care facility (child life specialists) or a community agency dealing with children and/or adolescents (child studies) affiliated with the program. Written work, project, and periodic evaluations; 12 credits for a minimum of 525 hours. Permission of child life faculty required. May not be used as a major elective for the general psychology degree.

Public Relations

PRL 182 – Introduction to Public Relations 3
The concept, role and practice of public relations in American society. Public relations as a process: research; public opinion; programming; communication; evaluation; ethical considerations.

PRL 285 – Sports and The Media 3
Relationship between sports and media from historical, cultural, and business perspectives. Topics include the presentation of sports, race relations, gender issues, violence and aggression, free agency, drug use and the economic impact of sports. Prerequisite ENG 102, or permission of instructor.

PRL 300 – Topics in Sports Communication 3
Concentrated areas of study designed to enhance the knowledge of sports, sports communication and public relations, and the role of sports in society. Prerequisite PRL 182, PRL 285 or permission of instructor.

PRL 305 – Sports in Film 3
The representation of sports and athletes in cinema, and the use of sports as a cinematic storytelling device. Both documentaries and feature films will be screened.

PRL 372 – Publicity and Public Relations Writing 3
Write news releases and publicity tools, newsletter article online copy, proposals, and other public relations material. Discussion of the public relations writing process, media relations, and publicity planning and techniques. Prerequisites: Public Relation 182 and Journalism Studies 261.

PRL 375 – Public Relations Research 3
Conduct public opinion research and do strategic planning for regional organizations. Discussion of public relation research principles and techniques, goal setting, strategy development, budgeting, and printing/production processes. Prerequisites: Public Relations 182 and Public Relations 372 or permission of instructor.

PRL 385 – Public Relations Campaigns 3
Planning and implementing a public relations campaign, program, or special event.

PRL 390 – Independent Study 1-3

PRL 395 – Sports Information and Public Relations 3
Public Relations principles, practices, and skills as applied in a sports information setting. Emphasis on writing, media relations, and crisis management.
Courses of Instruction

Prerequisites PRL 182, 285 and 372 or permission of instructor.

PRL 396 – Sports Marketing Communications and Promotion 3
Marketing and promotional concepts applied within a sports public relations context. Topics include developing marketing strategies, implementing marketing plans, licensing, advertising, promotions and sales. Prerequisites: PRL 182, PRL 285 and PRL 372 or permission of instructor.

PRL 397 – Sports Event Planning and Management 3
Planning, designing, operating, marketing, publicizing, promoting, and implementing sporting events. Prerequisites: PRL 182, PRL 285 and PRL 372 or permission of instructor.

PRL 400 – Topics in Public Relations 3-6
Concentrated areas of study designed to enhance practical knowledge of the public relations profession. Addresses timely issues important to the PR field. May be repeated provided topics are not the same. Prerequisites: Public Relations 372, 375 or permission of instructor.

PRL 408 – Social Media 3
Exploration of social media’s use in business communications. Examination of current social media platforms, tools for the communication professional and best practices for building relationships with publics through social media.

PRL 422 – Bateman Competition I 1
The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will exercise the analytical and strategic skills required for public relations problem-solving. Prerequisite: Permission of instructor.

PRL 423 – Bateman Competition II 2
The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will implement a campaign plan in the community (based on the Bateman I course) and perform a campaign evaluation. The results of this campaign will be packaged into a portfolio for national judging. Prerequisites: PRL 422X or permission of instructor.

PRL 433 – The Olympics 3
Historical and contemporary view of the Olympics as a sociological, marketing, and business phenomenon. Emphasis on marketing communication and public relations strategies used to promote the Olympics and athletes. Prerequisites: PRL 285, or permission of instructor.

PRL 435 – Sports and Television 3
Complex symbiotic relationship between sports and television producers and programmers, including network, cable, regional sports networks, and pay-per-view suppliers. Impact of televised sports on society. Prerequisites: PRL 285 and JLM 181, or permission of instructor.

PRL 450 – Fieldwork in Public Relations 3
Work with Mohawk Valley organizations on PR tasks. Students meet weekly to learn networking skills and discuss job search strategies. Students can take this course twice. Prerequisites: Public Relations 182, 372, 385, and Journalism Studies 181, 261, 365 with a grade of ‘C’ or better. Permission of instructor required.

PRL 454 – The Business of Sports 3
Problems facing sports business leaders from a public relations viewpoint, including ownership structure and franchises, economics and finance, stadium management and funding, broadcast rights, licensing, and labor relations. Prerequisites: PRL 182, and PRL 285 or permission of instructor.
PRL 456 – Athlete Management and Representation 3
Issues facing sports agents, including client acquisition and retention, contract negotiations, endorsement deals, the regulation of sports agents, and business ethics. Prerequisites: PRL 182, PRL 285 and 372 or permission of instructor.

PRL 458 – Sports Law 3
Legal issues in sports settings, including torts, contracts, antitrust, labor law, intellectual property, Title IX, athlete-agent relationships and liability. Prerequisites: PRL 182, PRL 285 and 372 or permission of instructor.

PRL 470 – Internship 1-12
On-site public relations internship experience. On-site hours determined by credits. Portfolio, detailed final report, weekly journals, and evaluation of on-site supervisor required. Course may be repeated up to a total of 12 credits. Prerequisites: JLM 181, 261, PRL 372 with C or better, plus permission of instructor and department chair.

PRL 482 – Cases and Problems in Public Relations 3
Critical evaluation of public relations through analysis and discussion of cases and situation drawn from actual practice. Prerequisite: Public Relations 385 or permission of instructor.

PRL 490 – Independent Study 1-3
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisites: junior standing.

Reading

REA 100 – Reading and Study Strategies 1
Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: Comprehension skills, vocabulary, organizing course material for learning retention and recall, note-taking, and critical thinking skills. By permission of Academic Support Services Center.

Risk Management and Insurance

RMI 273 – Introduction to Risk Management and Insurance 3

RMI 325 – Principles of Insurance: Life, Health, and Annuities 3
Life and health insurance, book building, premiums, deductibles, regulations, policy terms and structures, derivation of premium structure. Funding of long-term care. Role of private insurance and annuities.

RMI 326 – Principles of Insurance: Property and Liability 3
Policies, premium structure, constitution of insurable risks, underwriting, reinsurance, claims, and regulatory environment.

RMI 367 – Derivatives Markets 3
Options, forwards, futures, swaptions, and exotics. Risk management using derivatives to hedge. Practical business applications. Common risks that can be hedged using derivatives. Prerequisites ACC 201, FIN 333, RMI 273, MAT 143, MAT 144 or MAT 201.
RMI 375 – Quantitative Financial Analysis of Risk  3
Applied principles of management with specialized tools to assess and mitigate risk: Value at risk, stress testing, scenario analysis for corporate portfolio, investment, and insurance industry applications.

RMI 415 – Employee Benefits  3
Understanding of corporate sponsored benefits. Rationale for offering competitive employee benefits and administration of those benefits. Includes pension plans, payroll, health care costs, and employer sponsored plans that are subjected to qualified plan regulations. Prerequisite: RMI 273

RMI 445 – Enterprise Risk Management  3
Consists of pure and speculative risks that confront firms. Various sources of risks and strategies for mitigating these risks will be explored. Addresses new business ventures and entrepreneurial risks. Prerequisite: RMI 273

RMI 470 – Internship in Risk Management and Insurance  3
Internship Prerequisite: RMI 273; senior status.

RMI 483 – Risk Management  3
Integrated risk management. Insurance, reinsurance, hedging, and capital markets as tools to manage or mitigate risk. Enterprise risk management.

RUS 201 – Intermediate Russian I  3
Reading; grammar review; oral work; translation; simple composition.
Prerequisite: Russian 102 or equivalent.

RUS 202 – Intermediate Russian II  3
Continuation of Russian 201.
Prerequisite: Russian 201 or equivalent.

RUS 237 – Russian Conversation  3
Thorough conversational practice. Training in oral comprehension and use of the Russian language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: Russian 202 or equivalent.

RUS 342 – Russian Literature and Conversation  3
Emphasis on reading and translating Russian Literature; also on conversational Russian. Prerequisite: Russian 202 or permission of instructor.

Social Studies

SOS 110 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the ‘old country,’ in America, and locally; the cultural, social religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

SOS 120 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the ‘old country,’ in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the
folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

SOS 130 – Topics in Ethnic Studies  1
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the ‘old country’, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

SOS 200 – Selected Topics  3

SOS 203 – Introduction to Gender Studies  3
Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

SOS 207 – Social Organization of the U.S. Health Care System  3
Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 – Women’s Past, Present, and Future  3
Interdisciplinary examination of the roots of women’s experiences, current issues pertinent to women, and trends impacting women’s future, specifically in the United States.

SOS 235 – Civil Rights, Public Policy, and Social Change  3
People, events, and issues of civil rights struggle in United States, includ-
SOC 274 – Criminology 3  
Crime as a form of deviant behavior, its relation to social values and social structure, types of criminal behavior, theories of treatment and control, correctional methods, and the administration of justice.

SOC 280 – Social Deviance 3  
Explores various aspects of deviance, including the causes of deviant behavior, reactions to deviants, and the impact of social reaction, as well as theories of deviance and selected areas of deviant behavior.

SOC 283 – Social Deviance 3  
Explores various aspects of deviance, including the causes of deviant behavior, reactions to deviants, and the impact of social reaction, as well as theories of deviance and selected areas of deviant behavior.

SOC 300 – Selected Topics 1-3

SOC 307 – Bureaucracy and Culture: U.S. Health Care System 3  
Social organization and functioning of the US Health Care System, a dynamic and pluralistic system involving public and private participants.

SOC 312 – Social Science Research Methods 3  
Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as ANT 312.

SOC 339 – Drugs and Society 3  
This course examines the realities, myths, subcultures, and policies that arise from and influence drug use in American Society.

SOC 342 – Urban Sociology 3  
This course will explore 1) what it means to be a city; 2) how cities are structured; 3) what it is like to live in an urban setting; and 4) the problems faced by urban places.

SOC 367 – Race Class Gender & Sexuality 3  
Examines the social construction on inequality, as well as the theoretical basis for the existence and continuation of social inequality in American society. Investigates the distribution of power in terms of race, class, gender and sexuality.

SOC 376 – Criminological Research Methods 3  
Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study, hypothesis testing and policy evaluations. Computer applications in processing data and data analysis. Prerequisites Sociology 274 and Sociology/Psychology 211 or Math 112.

SOC 387 – Family Violence 3  
Clarify the concept of family violence, review the applicable historical and theoretical background, discuss different forms that family violence takes, and to examine the social consequences.

SOC 405 – Sociology and Anthropology Theory 3  
The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as ANT 405.

SOC 423 – Senior Seminar 3  
The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as ANT 423. Prerequisite: ANT/SOC 312.

SOC 470 – Sociology Internship 1-6  
Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments,
and papers analyzing internship experience required. Prerequisite: Sociology 151, 312, and permission of instructor and division dean. Same as ANT 470.

**SOC 490 – Independent Study 3**
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

**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 552 – Minority Experience in American Society 3**
Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, 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 563 – Complex Organizations 3**
The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

**Spanish**

**SPA 101 – Beginning Spanish I 3**
Pronunciation and aural comprehension; elementary grammar: oral and written practice; reading of simple prose. Language lab required.

**SPA 102 – Beginning Spanish II 3**
Continuation of Spanish 101. Prerequisite: Spanish 101 or equivalent.

**SPA 115 – Spanish for Medical and Paramedical Personnel 3**
Practice with vocabulary, structures, and cultural contexts that the medically oriented student needs to communicate with Spanish-speaking patients.

**SPA 201 – Intermediate Spanish I 3**
Reading; grammar review; oral work; translation; simple composition. Prerequisite: Spanish 102 or equivalent.

**SPA 202 – Intermediate Spanish II 3**
Continuation of Spanish 201. Prerequisite: Spanish 201 or equivalent.

**SPA 227 – Spoken Spanish I 3**
Conversational practice based upon selected aspects of Hispanic life and culture. Vocabulary building, oral comprehension, use of idiomatic Spanish. Prerequisite: Spanish 202 or permission of instructor.

**SPA 300 – Topics in Spanish and Latin American Cultures and Literature 3**
Concentrated study emphasizing a specific period, genre, culture, or theme within Spanish and Latin American cultures and writings. Taught in Spanish or English. May be repeated once for credit, provided topics are not the same. Prerequisite: SPA 202.
SPA 311 – Spanish and Latin American Film 3
Introduction to Spanish or Latin American Film in cultural and historical context. Taught in Spanish or English. May be repeated once if a different theme is offered. Same as FLM 311.

SPA 315 – Business Spanish 3
Vocabulary and discourse related to business. Oral and written practices, reading, Hispanic business culture, various business topics. Cross-cultural awareness of Hispanic business world. Taught in Spanish. Prerequisite: Spanish 202 or permission of instructor.

SPA 327 – Spoken Spanish II 3
Conversational practice based upon selected aspects of Hispanic life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic Spanish.

SPA 337 – Spanish Composition and Grammar Review 3
In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite SPA 202 or permission of instructor.

SPA 347 – Introduction to Spanish Culture 3
An introduction to the cultures and traditions of Spain through readings, film, and the media. Prerequisite: Spanish 202 or equivalent.

SPA 348 – Latin American Cultures and Civilizations 3
This course is designed as an introduction to the cultures, civilizations and history of Spanish-speaking countries. While the emphasis will be on Latin America, Spain will be included as a point of reference and comparison. Prerequisite SPA 202 or permission of instructor.

SPA 388 – Introduction to Literature in Spanish 3
Readings and critical analysis of representative works. Discussion of their importance in representative literary movements and genres. Conducted in Spanish. Prerequisite SPA 202 or permission of instructor.

SPA 404 – Introduction to Applied Spanish Linguistics 3
Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and a thorough review of Spanish grammar. Conducted in Spanish. Prerequisite: SPA 202 and Permission of Instructor

SPA 490 – Independent Study 3-6
SPA 490 Independent Study IR

SPA 500 – Immersion Spanish 3

SPA 590 – Spanish Culture Research Paper 3

Theatre

THE 115 – Introduction to Theatre 3
Examination of the various arts of theatre: playwriting, directing, acting, scene and costume design, as individual arts and as part of the composite art of theatre leading to a more perceptive critical view of theatre. Practical work in at least one stage production required.

THE 130 – Practicum in Theatre 1
Participation in dramatic productions. Students selected by the faculty. May be taken four times for credit. Permission of instructor required.

THE 136 – Elements of Acting 3
Stage business and movements, theatrical projection, correlation of body and voice, relation of the body to moods and emotions, and the application of these elements to individual and ensemble scene work.
THE 300 – Selected Topics in Theatre 1-3
Specialized study in various topics in theatre.

THE 315 – Puppetry I 3
The design, function, and manipulation of a variety of puppet forms for the purposes of education, therapy, cultural enrichment, and entertainment.

THE 316 – Puppetry II 3
Design, construct, and manipulate a hand and rod puppet for the purposes of education, therapy, cultural enrichment, and entertainment. Develop a performance with other students, including creating characters, costuming, script development, and basic staging.

THE 333 – Production in the Theatre 3
The study of the technical disciplines of the theatre (scene design, lighting, costume design, etc.) in relationship to the entire production. Practical as well as theoretical work. A project will be required of each student.

THE 336 – Advanced Acting 3
Intensive study of character development and various acting methods. Prerequisite: Theatre 136 or permission of instructor.

THE 340 – Theatre Workshop 1
Actors, actresses, dancers, lighting, scenic and costume designers, playwrights, musicians, and film makers plan productions and other theatrical activities and initiate and develop theatre experiments. Everyone will take part in some theatrical activity outside of class. Freshman by permission of instructor only. May be repeated up to maximum of four credits.

THE 375 – Literature of the Theatre 3
Forms of drama (tragedy, comedy, tragi-comedy, and others) from ancient Greece to the present. Same as English 375. Prerequisite: ENG 102.

THE 400 – Topics in Theatre 3
Specialized study in various topics in theatre.

THE 441 – Directing in the Theatre 3
An exploration of the methods of directing a play, beginning with the analysis of the script and ending with the finished production. Each student will direct a short play as a term project. Prerequisites: Theatre 115 and 136 or permission of instructor.

THE 455 – Theatre History I 3
Traces the development of the theatrical art from rituals and storytelling to the Renaissance. Emphasis on the theatre’s ties to social, political, and cultural trends. Prerequisite: Theatre 115 or permission of instructor.

THE 456 – Theatre History II 3
Traces the development of the theatrical art from the Restoration to contemporary theatre. Emphasis on the theatre’s ties to social, political, and cultural trends. Prerequisites: Theatre 115 or permission of instructor.

THE 490 – Independent Study 1-6

Therapeutic Recreation

TRC 101 – Introduction to Therapeutic Recreation 3
Historical survey of recreation with special emphasis on current trends, problems, and projected developments in leisure classes. Emphasis on the historical, philosophical, and psychological aspects of therapeutic recreation. Field experience with community agencies.

TRC 106 – History and Philosophy of Recreation and Leisure 3
Historical trends, ideas, and theories that shaped the development of recreation, leisure, and play in modern American society.
TRC 200 – Selected Topics 1-3

TRC 201 – Outdoor Recreational Pursuits 3
History of outdoor recreation in America and adventure programming. Philosophy and techniques of adventure programming will be emphasized. Adaptation of outdoor recreation for people with disabilities. Field experiences included.

TRC 256 – Leadership, Analysis and Modification of TR Interventions 0,4
Analysis of Therapeutic Recreation interventions in terms of performance, components, contexts, and modifications. Leadership theories, models, and application through laboratory experiences.

TRC 302 – Leisure Counseling: Theory and Practice 3
Theoretical and practical foundations of leisure as related to the individual and recreation and therapeutic recreation. Development of leisure counseling skills, evaluation, and application to various settings.

TRC 315 – Leisure, Health and Wellness 3
Relationships between and among the fields of parks, recreation, leisure studies, and public health; how leisure contributes to the health and well-being of individuals, families, communities, and societies.

TRC 323 – Therapeutic Recreation and Medical Conditions 3
Medical conditions encountered in clinical and community based settings: Relevant medical terminology and role of therapeutic recreation in the treatment team.

TRC 352 – Assessment and Documentation 3
Therapeutic recreation assessment and documentation purpose, development, methods, and procedures. Field work required. Prerequisites: TRC 101, TRC 256.

TRC 403 – Program Design and Evaluation 3
Development, documentation, and evaluation of facility wide programs in accordance with the needs of clients, institutional resources, and regulatory requirements. Prerequisites: TRC 323, TRC 302; HLS 245 or PSY 223; and MAT 112 or PSY 211 or SOC 211.

TRC 405 – Fitness Programming and Recreation Management 3
Aspects of physical fitness and various methods of measurement. Management techniques of fitness center facilities, health clubs, and recreation centers. Includes laboratory practicum.

TRC 406 – Organization, Administration, and Advancement of the Therapeutic Recreation Profession 3
Theories and techniques of organization and administration including: professional standards, regulations, ethical guidelines, research, marketing, budgeting, advocacy, continuing education, professionalism, accreditation, and supervision. Fieldwork required.

TRC 413 – Advanced Therapeutic Recreation Processes and Techniques 3
Prior learning throughout the curriculum is pulled together during case based discussions. Students will use the therapeutic recreation process to design appropriate intervention programs based on efficacy research for assigned client cases. Prerequisites: TRC 302, 352, and 403 or permission of instructor.

TRC 469 – Internship and Examination Preparation 1
Students review the major content areas on the CTRS exam and learn how to apply for it. They also learn how to locate and secure a CTRS internships and jobs. Prerequisite: Senior level status.
TRC 470 – Internship in Therapeutic Recreation 12  
Experience in a community or clinical agency, supervised by a certified therapeutic recreation specialist. Limited to therapeutic recreation majors who have completed all other degree requirements. Second semester of senior year. Prerequisite: TRC 469

Wellness and Adventure Education

WAE 101 – Introduction to Physical Education, Health Education & Wellness 3  
Students will explore the history, philosophies, theories, ethical issues, and trends in each of the professions. Requirements to enter the professions and the existing job opportunities will also be addressed.

WAE 103 – Dance/Aesthetic Sports 2  
Understand principles, techniques, strategies, skills, and safety practices of dance and aesthetic sports.

WAE 104 – Personal Performance Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for personal performance sports.

WAE 105 – Outdoor Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for outdoor sports.

WAE 106 – Target Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for target sports.

WAE 107 – Net & Wall Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for net and wall sports.

WAE 108 – Striking/Fielding Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for striking/fielding sports.

WAE 113 – Passing Sports 2  
Understand principles, techniques, strategies, skills, and safety practices for passing sports.

WAE 143 – Adventure Programming and Basic Group Facilitation 3  
This course includes: foundational concepts and theories utilized in experiential adventure education, basic group theory & dynamics, technical skills and standard operating procedures for low and high challenge course elements.

WAE 203 – Home, School & Work Safety 3  
This course addresses general and personal safety and related education. Man-made and natural disasters as well as responding to medical emergencies are addressed.

WAE 204 – Social Health and Resources 3  
This course examines social health and related resources. Emphasis is placed on family relationships. Students will also examine bullying, other forms of violence, and prevention/management strategies.

WAE 205 – Mental Health and Resources 3  
Examines intellectual and emotional medical conditions and methods health educators use to improve people's well-being. Emphasis is placed on suicide prevention, stress management, consumer resources, and service providers and organizations.

WAE 206 – Physical Health & Resources 3  
Examine the relationship among physical fitness, disability, and longevity. Fitness programs, health products and services, as well as medical conditions includ-
Courses of Instruction

Addictions and sexually transmitted infections are addressed.

**WAE 244 – Technical Skills for Adventure Programming 2**
Technical skills, operating systems, and procedures for working with groups on a low and high challenge course. Standard Operating Procedures, safety guidelines, equipment management, knot tying, and belaying are emphasized. Prerequisite: WAE 143.

**WAE 313 – Biomechanics 3**
This course examines human movement as it relates to sports. The structure, mechanical properties, and health of joints, extremities, and spine are emphasized. Prerequisites: BIO 101 and 102, and junior or senior status.

**WAE 333 – Adapted Physical Education and Fitness 3**
Students learn to enable people with disabilities to participate in physical education and fitness programs. Activity analysis, program rule modification, adaptive equipment, and inclusive principles are emphasized. Prerequisite: TRC 323.

**WAE 345 – Advanced Facilitation Skills 3**
Students master the skills needed to conduct meaningful adventure education programs. Processing techniques are emphasized but assessment, planning, implementation, and evaluation of groups are also addressed. Prerequisite: WAE 143.

**WAE 346 – Adventure in Business 1**
This course examines adventure education within business settings. Emphasis is placed on team development, leadership, teamwork, evaluation, and transferance of learning to a corporate setting. Prerequisites: WAE 143 and WAE 345.

**WAE 347 – Adventure Curriculum in Physical Education, Health & Fitness 3**
The use of adventure education to promote physical education and activity in grades K-12 is emphasized. Nutrition, diversity, violence prevention, substance abuse/prevention, and stress management will also be addressed. Prerequisites: WAE 143 and WAE 244.

**WAE 348 – Adventure Programming for Social Emotional Learning 3**
The development of social emotional skills using adventure based learning is emphasized. Bullying prevention/management, diversity, and conflict resolution are also addressed. Prerequisites: WAE 143 and WAE 244.

**WAE 353 – Organization and Administration of Wellness Programs 3**
This course will prepare students to design, implement and evaluate workplace wellness programs. Emphasis is placed on planning, legal considerations, design of activities, staff engagement, and workplace wellness culture.

**WAE 354 – The Health Care System and Health Promotion 3**
An overview of the health care system from a health promotion perspective. Health promotion strategies, prevention, risk factors associated with chronic disease, chronic care management, and health policy/law are emphasized. Prerequisite: junior or senior standing.

**WAE 413 – Motor Development 3**
Introduction to human motor development emphasizing factors that affect it including physiological change, perceptual change, cognitive change, and sociocultural practices. Prerequisites: BIO 101, BIO 102, and WAE 313.

**WAE 453 – Assessment and Evaluation of Wellness Programs 3**
Students master skills related to the assessment and evaluation of wellness programs. Terminology and ethics will also be addressed. Prerequisite: WAE 353.
WAE 465 – Survey Research
Methods 3
Students learn to conduct basic survey research. Examples pertain to education, wellness, and recreation. Experimental and qualitative research methods will be briefly addressed. Prerequisites: MAT 112 or PSY/SOC 211 or ECN 241, and junior or senior standing.

WAE 480 – Corporate Wellness
Internship 12
A culminating experience in which students work closely with an on-site Corporate Wellness provider to master the skills needed to assess, plan, implement, and evaluation programs. Prerequisites: WAE 353, WAE 354, and WAE 453.
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ADMINISTRATIVE OFFICES AND STAFF

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Nancy A. Virgil-Call, M.L.S. ..................... Assistant Director of Library Reference: Librarian III: Coordinator of Access Services
Janis C. Winn, M.L.J.S. ......................... Reference Librarian III: Coordinator of Reference Services and Collection Development

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Lisa Tehan, B.S. .................................. Coordinator, International Education

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Craig P. Dewan, M.S. ............................... Registrar
Lynn Decker, M.B.A. .............................. Assistant Registrar, Academic Services
Nertila Gegollari, M.S. ............................. Transfer Credit Evaluator
Amy Lewis ........................................ Transfer Credit Evaluator
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Mariah MaLoon, B.S.</td>
<td>Transfer Credit Evaluator</td>
</tr>
<tr>
<td>Kathleen Novak, B.A.</td>
<td>Assistant Registrar, Systems and Reporting Services</td>
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<tr>
<td>Mary Amanda Reeder, M.A.</td>
<td>Assistant Registrar, Transfer Services Coordinator</td>
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<td><strong>Student Affairs</strong></td>
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<tr>
<td>Stephen M. Pattarini, M.S.</td>
<td>Vice President for Student Affairs and Dean of Student Success</td>
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<tr>
<td>Alane P. Varga, M.A.</td>
<td>Dean of Students</td>
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<tr>
<td>Marissa Finch, B.S.</td>
<td>Area Coordinator</td>
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<tr>
<td>Kari Beane, M.Ed.</td>
<td>Assistant Director, CSTEP</td>
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<tr>
<td>Judy Borner, M.S.W.</td>
<td>Learning Specialist</td>
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<td>Dawn DeGironimo</td>
<td>Staff Nurse</td>
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<tr>
<td>Laura Flagg, M.S.</td>
<td>Counselor</td>
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<tr>
<td>Josep Gutowski, M.S.</td>
<td>Director, Student Activities</td>
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<tr>
<td>Robert Harvey</td>
<td>Sergeant, Campus Safety</td>
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<tr>
<td>Kateri T. Henkel, M.S.</td>
<td>Director of Learning Services</td>
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<td>Alexandra Kraus, M.S.</td>
<td>Counselor</td>
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<tr>
<td>Bruce Klaus</td>
<td>Captain, Campus Safety</td>
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<tr>
<td>Carl Lohmann, M.S.</td>
<td>Director, Residence Life</td>
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<td>Halina Lotyczewski, M.S.W.</td>
<td>Director, Career Services</td>
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<td>Frances Lucia</td>
<td>Activities Advisor/Events Coordinator</td>
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<td>Johnni F. Mahdi, M.A.</td>
<td>Director, Opportunity Programs</td>
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<tr>
<td>Michelle Morrow, Ph.D.</td>
<td>Director of Counseling and Student Development</td>
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<td>Julie L. Murawski, R.N., M.S., A.N.P.</td>
<td>Director, Student Health Center</td>
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<tr>
<td>Louise Phelps, A.S.</td>
<td>Senior Administrative Assistant</td>
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<td>Jacquelyn Pickette, M.S.</td>
<td>Counselor II</td>
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<tr>
<td>Bethany Piraino, M.S.</td>
<td>Assistant Director, Student Activities</td>
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<tr>
<td>Rosemarie Pupparo, M.S.</td>
<td>Counselor</td>
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<td>Derek Pooley, B.A.</td>
<td>Area Coordinator</td>
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<td>John Salazzo, B.A.</td>
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<td>Charleen Sangiacomo, B.A.</td>
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<td>Shane Smith, B.S.</td>
<td>Sergeant, Campus Safety</td>
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<td>Wayne Sullivan</td>
<td>Director, Campus Safety</td>
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<td>Jenna Turman, M.S.</td>
<td>Employer Relations Coordinator/Counselor</td>
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<td>Stephanie Weishaupt, M.S.</td>
<td>Assistant Director, Residence Life</td>
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<td>D. Scott Welch</td>
<td>Campus Safety</td>
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<td>Area Coordinator</td>
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<td><strong>Physical Education and Athletics</strong></td>
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<tr>
<td>David Fontaine, M.S.</td>
<td>Director of Physical Education and Athletics</td>
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<tr>
<td>James B. Murnane, M.S.</td>
<td>Associate Director, Athletics/Intramurals Director</td>
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<tr>
<td>Gil R. Burgmaster, B.A.</td>
<td>Assistant Director, Athletics/Sports Information</td>
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<tr>
<td>Aris Bird, M.S.</td>
<td>Head Coach, Volleyball</td>
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<tr>
<td>W. David Clausen, B.A.</td>
<td>Head Coach, Women's Ice Hockey</td>
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<tr>
<td>Christopher Connolly, B.A.</td>
<td>Head Coach, Men's Basketball</td>
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<tr>
<td>Dawn Corbin, M.Ed.</td>
<td>Assistant Athletic Trainer</td>
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<tr>
<td>James Kramer, M.S.</td>
<td>Assistant Coach, Football</td>
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<tr>
<td>Michele L. Davis, M.S.</td>
<td>Senior Women's Administrator, Head Coach, Women's Basketball</td>
</tr>
<tr>
<td>William Dundon, B.S.</td>
<td>Head Coach, Golf</td>
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</tbody>
</table>
Sarah Elleman, M.A. ........................................ Head Coach, Field Hockey
Blaise Faggiano, M.Ed. ...................................... Head Coach, Football
Marcus Gurdineer, B.A. ........................................... Assistant Coach, Football
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Crisafulli Distinguished Teaching Award, 1996
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Harold T. Clark Jr. Professor of Microbiology, 2010

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Assistant Professor of Nursing, 2002

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M.S. Russell Sage College
Associate Professor of Nursing, 2009

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B.S. Worcester State College
M.S. Worcester State College
Ph.D. University of Rhode Island
Assistant Professor of Cybersecurity

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B.S. Arizona State University
Ph.D. Arizona State University
Assistant Professor of Chemistry, 2011

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B.Sc. University, Baroda, India
M.Stat. Indian Statistical Institute, Kolkata, India
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Ph.D. Syracuse University
Associate Professor of Accounting, 2005

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Associate Professor of Nursing, 2006

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M.S. Institute of Mathematics, Teachers Training University
M.S., Ph.D. Brunel, University of West London
Professor of Mathematics, 1987
Clark Award, 2005

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Ph.D. Iowa State University
Assistant Professor of Biology, 2014

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B.A. College of William and Mary  
M.A., Ph.D. Syracuse University  
*Associate Professor of Anthropology, 2009*

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B.A. Case Western University  
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Ph.D. Case Western Reserve University  
*Associate Professor of Chemistry, 2005*  
*Crisafulli Distinguished Teaching Award, 2014*

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B.S. Keuka College  
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*Clinical Instructor*

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B.S. Utica College  
M.P.A. Sage Graduate School  
Ed.D. University of Phoenix  
*Professor of Practice, Justice Studies, 2014*

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B.S. SUNY Institute of Technology  
M.S. Syracuse University  
Ph.D. Binghamton University  
*Associate Professor of Nursing, 2004*

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B.S. University of Southern Mississippi  
M.S., Ph.D. University of Louisiana-Lafayette  
*Professor of Biology, 2001*

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B.A. LeMoyne College  
M.S.Rochester Institute of Technology  
*Assistant Professor of Public Relations and Digital Marketing, 2010*

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B.A. SUNY Purchase  
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*Associate Professor of Therapeutic Recreation, 2007*

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B.S. Utica College  
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*Associate Professor of Occupational Therapy, 1987*

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M. Acc., Ph.D. University of Georgia  
*Associate Professor of Accounting, 2011*

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*Associate Professor of History, 2002*

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*Professor of Physical Therapy, 2001*  
*Clark Award, 2012*

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*Assistant Professor of English, 2013*
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Assistant Professor of Nursing, 2008

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Associate Professor of Physics, 2002

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Associate Professor of Physics, 1989  
Crisafulli Distinguished Teaching Award, 2009

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Professor of Sociology, 1977  
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Professor of English, 2004

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Professor of Practice for Health Care  
Advocacy and Navigation, 2014

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Assistant Professor of History, 2012

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M.Ed. University of Pittsburgh  
Ph.D. Vanderbilt University  
*Associate Professor of Psychology, 2004*

Cynthia Love-Williams, R.N.  
B.S.N. Mississippi University  
M.S. Wright State University  
*Assistant Professor of Nursing, 2009*

Arlene R. Lundquist  
B.A. University of North Carolina at Greensboro  
M.A.Ed. Wake Forest University  
Ph.D. University of Wisconsin at Madison  
*Associate Professor of Psychology, 2000*

Suzanne Lynch  
B.S. Wayne State University  
M.S. Utica College  
*Professor of Practice, Economic Crime, 2010*

Paul MacArthur  
B.A. SUNY Oswego  
M.P.S. Syracuse University  
*Associate Professor of Public Relations, 2006*

Aaron Mallace  
BA Alfred University  
M.S. Ithaca College  
*Assistant Professor of Health Studies, 2013*

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B.S. Russell Sage College  
M.S. Elmira College  
D.P.T. Utica College  
*Professor of Physical Therapy, 2000 Award for Excellence in Academic Advising, 2004*

Samantha Marocco, P.T.  
B.S. Russell Sage College  
M.S. Clarkson University  
D.P.T. Russell Sage College  
*Assistant Professor of Physical Therapy, 2009*
Thomas M. McCarthy
B.S. Binghamton University
M.S. University of West Florida
Ph.D. University of Kentucky
Professor of Biology, 2004

Denise McVay, P.T.
B.S. Marietta College
B.S., M.S. D’Youville College
D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009

Jeffrey A. Miller
B.A., M.A., Ph.D. State University of New York at Buffalo
Associate Professor of Communication Arts, 1997

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B.S. South Dakota State University
M.S. Wheelock College
Associate Professor of Psychology-Child Life, 1980

Victoria L. Nackley, O.T.R.
B.S. University of New Hampshire
M.S. Syracuse University
Assistant Professor of Occupational Therapy, 2004

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B.S. University of Texas
M.S. Washington University
Ph.D. University of Illinois
Assistant Professor of Occupational Therapy

Stephanie Nesbitt
A.A., Cayuga Community College
B.A., Ithaca College
J.D. University at Buffalo School of Law
M.B.A., Syracuse University
Assistant Professor of Risk Management and Insurance, 2012

Domenica Newell-Amato
B.A. Florida State University
M.A. Syracuse University
Ph.D Emory University
Assistant Professor of French

Randall K. Nichols
B.S.Ch.E. Tulane University
M.B.A. University of Houston
M.S.Ch.E. Texas A & M University
Professor of Practice, Criminal Justice, 2006

Paulina Niechcial
M.A. Ethnology, Jagiellonian University
M.A. Iranian Studies, Jagiellonian University
Ph.D. Jagiellonian University
Visiting Professor of Anthropology

Dorothy Obernesser
A.A. Mohawk Valley Community College
B.A. Utica College
M.A. Emerson College
Visiting Associate Professor of English, 2008

Theodore S. Orlin
B.A. Brooklyn College
J.D. State University of New York at Buffalo
Professor of Criminal Justice/Government and Politics, 1983
Crisafulli Distinguished Teaching Award, 1993
Clark Award, 2000
Harold T. Clark Professor Emeritus of Human Rights Scholarship and Advocacy, 2005

Lisa M. Orr
B.A. Syracuse University
M.A. State University of New York at Binghamton
Ph.D. University of California, Los Angeles
Professor of English, 1997

Adam K. Pack
B.S. Binghamton University
Ph.D. State University of New York, Health Science Center at Syracuse
Professor of Biology, 2001
Clark Award, 2011
Peter A. Pawson, P.T.
D.E.C. Dawson College
B.S. Utica College
B.Sc., Ph.D. McGill University
Associate Professor of Physical Therapy and Biology, 1993

Stephen G. Peek
B.A. State University of New York at Plattsburgh
M.B.A. University of North Dakota
Associate Professor of Management, 1987

Luke Perry
B.A. York College of Pennsylvania
M.A., Ph.D. University of Massachusetts
Associate Professor of Government & Politics, 2011

John Peter
B.S., University of Michigan
M.A., Wayne State University
Ph.D. Wayne State University
Assistant Professor of Mathematics, 2012

Leonard Popyack
B.S. SUNY College of Technology
M.S. SUNY Binghamton
Ph.D. Binghamton University
Associate Professor of Cybersecurity, 2011

Terri L. Provost
B.S., M.S., Ph.D. Bowling Green State University
Associate Professor of Biology, 2001

Curtis R. Pulliam
B.S. Western Illinois University
Ph.D. University of Wisconsin-Madison
Associate Professor of Chemistry, 1987
Crisafulli Distinguished Teaching Award, 2012

Ahmed Radwan
B.S. Cairo University
M.S., Cairo University
D.P.T. Utica College
Ph.D, Cairo University
Assistant Professor of Physical Therapy, 2011

Donald J. Rebovich
B.S. The College of New Jersey
M.A., Ph.D. Rutgers University
Professor of Criminal Justice, 2001

Joseph Ribaudo
B.A., Allegheny College
M.S., Ph.D. University of Notre Dame
Assistant Professor of Physics, 2011

Suzanne Richardson
B.A., Bard College
M.F.A., The University of New Mexico
Assistant Professor of English, 2012

Nathaniel Richmond
B.A. State University of New York at Buffalo
M.A., Ph.D. George Washington University
Professor of Government and Politics, 1988
Crisafulli Distinguished Teaching Award, 2005

Christopher A. Riddle
B.A.H., Queen’s University at Kingston,
M.A., York University
Ph.D., Queen’s University at Kingston
Assistant Professor of Philosophy, 2012

Ashley Riley
B.S. Binghamton University
M.S. Xavier University
Clinical Instructor

Angel Rivera
B.Sc. University Centroccidental “Lisandro Alvarado,” Venezuela
M.S., Ph.D. Syracuse University
Associate Professor of Computer Science, 2005

Maria Roche-Dean
B.S. State University of New York Institute of Technology
M.S. State University of New York Institute of Technology
Professor of Practice - Nursing, 2014
Thomas A. Rossi, P.H.R.
B.S. Kings College
M.B.A. Monmouth College
Associate Professor of Management, 1979

Dale L. Scalise-Smith, P.T.
B.S. Northeastern University
M.S., Ph.D. University of North Carolina
Professor of Physical Therapy, 1996

Sara Scanga
B.A. Drew University
Ph.D. SUNY College of Environmental Science and Forestry
Associate Professor of Biology, 2010

James Scannell
B.A. Middlebury College
M.A. University of Virginia
Ph.D. State University of New York at Stony Brook
Associate Professor of English, 1998
Award for Excellence in Academic Advising, 2001

David Schilling, P.T., O.C.S
B.S., D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009

Adam Schoonmaker
B.A. Potsdam College
M.Sc. University of Vermont
Ph.D. State University of New York at Albany
Associate Professor of Geophysics, 2007

John Schwoebel
B.A. Castleton State College
Ph.D. Boston College
Assistant Professor Psychology, 2014

Stephanie Selvick
B.A. University of Wisconsin-Oshkosh
M.A. Simmons College
Ph.D. University of Miami
Assistant Professor of English, 2013

Kathryn Silva
B.A. University of Massachusetts
M.A. University of South Carolina
Ph.D. University of South Carolina
Assistant Professor of History, 2014

Jessica Singer
B.A., Canisius College
Ph.D. University at Albany
Assistant Professor of Sociology, 2012

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B.S. Utica College
MS, SUNY Cortland
Assistant Professor of Health Studies, 2008

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B.S. Keuka College
M.S. Keuka College
Clinical Instructor

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B.S. Saint Olaf College
M.P.H. University of Minnesota
Assistant Professor of Nursing, 2011

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B.S. Northeastern University
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D.P.T. Simmons College
Associate Professor of Physical Therapy, 2005

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B.A. Utica College
Ph.D. State University of New York at Albany
Associate Professor of Sociology, 2004

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B.A. University of Rochester
M.A., Ph.D. Duke University
Associate Professor of Psychology, 1991

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B.S. State University of New York at Oswego
M.A., Ph.D. State University of New York at Binghamton
Professor of Psychology, 1999
Colleen Sunderlin, O.T.R.
B.A. Ithaca College
M.A. Tufts University School of Occupational Therapy
Ph.D. Syracuse University
Associate Professor of Occupational Therapy, 1995

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B.A. Truman State University
M.S. Syracuse University
Associate Professor of Public Relations, 2002

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B.S. University of Missouri-Columbia
M.S. University of Kansas
Ed.D. Argosy University
Assistant Professor of Wellness and Adventure Education, 2014

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B.S. Heidelberg College
Ph.D. Ohio University
Assistant Professor of Chemistry, 2009

Jessica Thomas
B.S., Union College
Ph.D., University of Connecticut Health Center
Assistant Professor of Biology, 2012

Juan A. Thomas
B.S. Clarkson University
M.S. University of Vermont
M.A., Ph.D. University at Albany, State University of New York
Ph.D. Massachusetts Institute of Technology
Associate Professor of Spanish, 2008

Dimitar Todorov
B.S., M.S. University of Architecture, Civil Engineering and Geodesy
Assistant Professor of Construction Management, 2009

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B.S.N. Keuka College
B.A., M.S. New School for Social Research
Assistant Professor of Nursing, 2009

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B.S., M.S., Ph.D. Florida State University
Associate Professor of Criminal Justice, 2010

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B.A., Ph.D. State University of New York at Stony Brook
M.A. University of Maryland
Professor of Psychology and Psychology-Child Life, 1987
Award for Excellence in Academic Advising, 2000
Clark Award, 2004

William Virkler
B.S. LeMoyne College
M.B.A. Syracuse University
Associate Professor of Criminal Justice

Gregory E. Walsh
B.S., State University of New York Institute of Technology
M.A, State University of New York, Albany
Ed.D. Fielding Graduate University
Assistant Professor of Criminal Justice, 2008

Sharon E. Wise
B.S. University of Florida
M.S., Ph.D. University of Louisiana
Professor of Biology, 2001
Crisafulli Distinguished Teaching Award, 2011

David G. Wittner
B.G.S. University of Connecticut
M.A., Ph.D. Ohio State University
Professor of History, 2000

Barbara Witucki
B.A. Hunter College, CUNY
M.A. New York University
M.A. Villanova Univeristy
Ph.D. New York University
Associate Professor of English, 2002
Lauren Wynne  
B.A. Columbia College, Columbia University  
M.A., Ph.D. The University of Chicago  
Assistant Professor of Anthropology, 2012

Xiao Xiao  
B.S. Zhejiang University  
M.A., Ph.D. Binghamton University  
Assistant Professor of Mathematics, 2011

Jennifer L. Yanowitz  
B.A. SUNY, Oswego  
M.A. James Madison University  
Ph.D. University of Minnesota, Twin Cities  
Associate Professor of Psychology, 2006

Linda S. Zee  
B.A. Colby College  
M.A. Purdue University  
Ph.D. Indiana University  
Professor of Spanish, 1997

Laurence G. Zoeckler  
B.A. Hamilton College  
M.A. St. Joseph’s Seminary  
M.A. Syracuse University  
Ph.D. Indiana University-Bloomington  
Associate Professor of Education, 2001

Sandra Burns, R.N.  
B.S.N, California State University  
M.S.N., Kaplan University  
Adjunct Lecturer of Nursing, 2013

Erin Dupree, R.N.  
B.S., M.S., SUNY Upstate Medical University  
Adjunct Lecturer of Nursing, 2013

Elizabeth B. Gleasman, R.N., F.N.P.-C.  
B.S., University of Rochester  
M.S., Syracuse University  
Associate Professor of Nursing, 1985

Michelle Jeski, R.N.  
B.S.N., Syracuse University  
M.S.N., University of South Alabama  
Adjunct Lecturer of Nursing, 2013

Krista Krause, R.N.  
B.S., Binghamton University  
M.S., SUNY Upstate Medical University  
Professor of Practice, Accelerated Second Bachelor’s Degree in Nursing, 2013

Cynthia Love-Williams, R.N.  
B.S.N., Mississippi University  
M.S., Wright State University  
Assistant Professor of Nursing, 2009

Danielle O’Connor, R.N.  
B.S., M.S., State University of New York Institute of Technology  
Coordinator of Clinical Lab, 2009

Geralynn Owens, R.N.  
B.S., State University of New York Institute of Technology  
M.S.N., University of Phoenix  
Adjunct Lecturer of Nursing, 2013

Beverly Plante, R.N.  
B.S., M.S., State University of New York Institute of Technology  
Adjunct Lecturer of Nursing, 2013

Victoria Schad, R.N.  
B.S.N, Allegheny University  
M.S.N., Drexel University  
Adjunct Lecturer of Nursing, 2013

Faculty (Florida Campus)

Marcia Bauman, R.N.  
B.S., M.B.A., Indiana Wesleyan University  
M.S.N., Loyola University  
Adjunct Lecturer of Nursing, 2013

Catherine Brownell, R.N.  
B.S., State University of New York Institute of Technology  
M.S., Syracuse University  
Ph.D., Binghamton University  
Associate Professor of Nursing, 2004
EMERITI AND RETIRED FACULTY

James W. Albert, P.E.
B.C.E. Clarkson College of Technology
Associate Professor of Construction Management

Mariarosa Allodi
B.S. Utica College
M.S. Syracuse University
Associate Professor Emerita of Mathematics
Crisafulli Distinguished Teaching Award, 1988

Robert Anderson
B.A., M.A., D.S.S. Syracuse University
Professor Emeritus of Political Science and Social History

Louis Angelini
B.M. Ithaca College
M.M., Ph.D. Eastman School of Music
Professor Emeritus of Music
Crisafulli Distinguished Teaching Award, 1989

Marilyn H. Baissa
B.A. Lycoming College
M.A., Ph.D. George Washington University
Associate Professor Emerita of Government & Politics/Black Studies

Richard E. Becker
B.A. Harvard University
M.A., Ph.D. University of Chicago
Associate Professor of History

John C. Behrens
B.S. Bowling Green State University
M.A. Pennsylvania State University
Professor Emeritus of Public Relations/Journalism

Frank Bergmann
Neues Gymnasium Ravensburg, Germany
M.A. University of Arkansas
Ph.D. University of Tübingen, Germany
Professor of English and German, 1969
Walter D. Edmonds Distinguished Professor Emeritus of English and German
Crisafulli Distinguished Teaching Award, 1985
Clark Award, 1994

Alan E. Bessette
B.S. University of Vermont
M.S. University of Oregon
Ph.D. University of Maine at Orono
Distinguished Professor Emeritus of Biology
Clark Award, 1995
Crisafulli Distinguished Teaching Award, 2000

Joseph J. Bialek
B.S., M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

William C. Blanchfield
B.S., M.S. Rensselaer Polytechnic Institute
Ph.D. State University of New York at Albany
Professor Emeritus of Economics, 1966

Patrick M. Boyd, M.T. (ASCP)
B.S. State University of New York at Buffalo
M.S. Roswell Park Memorial Institute, Buffalo
Ph.D. State University of New York at Binghamton
Associate Professor of Chemistry, 1975

Elizabeth Bradbury
B.S., Brigham Young University
M.S., State University of New York at Albany
Assistant Professor of Education
James F. Caron
B.A. Assumption University of Windsor
M.A., Ph.D. University of Toronto
*Professor Emeritus of Philosophy*

James J. Carrig
B.A., M.A. Niagara University
Ed.D. Syracuse University
*Associate Dean Emeritus*

Jerome D. Cartwright
B.A. Western Michigan University
M.A. University of Michigan
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*Professor Emeritus of English*

Lawrence C. Cerny
B.S., M.S. Case Institute of Technology
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*Professor Emeritus of Chemistry*

Christine L. Channer
B.S. State University of New York College at Cortland
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Ph.D. Arizona State University
*Associate Professor of Education*

Anthony C. Checchi
B.S. State University of New York at Oswego
M.S., Ph.D. Purdue University
*Associate Professor Emeritus of Biology*

Louis P. Cizza
A.B. Hamilton College
B.A. Syracuse University
M.S. Rensselaer Polytechnic Institute
*Adjunct Professor Emeritus of Physics and Italian*

George Curtis
B.A. Syracuse University
J.D. Brooklyn Law School
*Professor Emeritus of Criminal Justice, 1999*

Ronald L. Danilowicz
B.S. Rose Hulman Institute of Technology
B.A. Utica College
M.S. John Carroll University
Ph.D. Colorado State University
*Professor Emeritus of Computer Science, 1974*

Annette M. Dimon, C.P.A.
B.S. State University of New York College of Technology
M.B.A. Rensselaer Polytechnic Institute
*Associate Professor Emerita of Accounting*

Laura G. Dorow
B.A. Wells College
M.A., Ed.D. Columbia University Teachers College
M.M. Florida State University
*Professor of Education, 1994*

Mary J. Drucker
B.A. Salem State College
M.A. University of Massachusetts at Boston
Ph.D. Syracuse University
*Associate Professor Emerita of Education, 2003*

Bradford A. Dunn, C.P.A.
B.S. Utica College
B.S. Cornell University
M.S. State University of New York Institute of Technology
*Assistant Professor of Accounting*

Allyn R. Earl
B.A. Utica College
M.A. Syracuse University
*Associate Professor Emeritus of Finance*

J. Richard Emmert
A.B. Hope College
Ph.D. Brown University
*Associate Professor Emeritus of Government and Politics, 1970*
Cecilia Friend
B.A. University of Maryland
M.A. Syracuse University
*Professor of Public Relations Journalism, 1987
Clark Award, 2002
*Crisafulli Distinguished Teaching Award, 2007

Anthony J. Garramone
B.A. Utica College
J.D. Syracuse University
*Adjunct Professor of Business Law

Mary Jean Gelsomino, P.T.
B.S. Ithaca College
M.A. New York University
D.P.T. MGH Institute of Health Professions
*Associate Professor Emerita of Physical Therapy, 2008

Pauline E. Ginsberg
B.A. Carnegie-Mellon University
M.S. Illinois State University
Ph.D. Syracuse University
*Distinguished Professor Emerita of Psychology
Clark Award, 2003

William A. Gokey
B.A. Brockport State College
M.A. University of Albany
M.Ed. Plymouth State College
Ed.D. Nova Southeastern University
*Assistant Professor of Education, 2009

William H. Gotwald Jr.
B.S. Millersville State College
M.S. Pennsylvania State University
Ph.D. Cornell University
*Professor Emeritus of Biology
*Crisafulli Distinguished Teaching Award, 1979
Clark Award, 1991

Edween Ham
B.S. State University of New York at Geneseo
M.A., Ph.D. Syracuse University
*Associate Professor Emerita of English

David M. Harralson
A.B. Georgetown College
A.M. Indiana University
Ph.D. Kent State University
M.S., M.L.S. Syracuse University
*Professor Emeritus of English

Hartwell C. Herring III
B.B.A., M.S. University of Mississippi
Ph.D. University of Alabama
*Professor Emeritus of Accounting, 2000

William M. Hickman
B.A. Williams College
M.B.A. Syracuse University
*Associate Professor of Marketing/Management, 1985

Lyn Hill, O.T.R., F.A.O.T.A.
B.S. Wayne State University
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*Associate Professor Emerita of Occupational Therapy

Randall Huta, C.P.A.
B.S. Utica College
M.B.A. Syracuse University
*Associate Professor Emeritus of Accounting

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B.A. Utica College
M.B.A. Syracuse University
*Associate Professor Emeritus of Accounting

Richard C. Joseph
B.S. Ithaca College
M.S. Syracuse University
*Assistant Professor Emeritus of Therapeutic Recreation

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B.S. Murray State University
B.S. Utica College
M.A. Ball State University
*Associate Professor Emerita of Therapeutic Recreation, 1982
*Crisafulli Distinguished Teaching Award, 2004
Kim Landon
B.A. Utica College
M.A. Syracuse University
Professor Emerita of Public Relations/Journalism, 1979
Crisafulli Distinguished Teaching Award, 1991

Marie-Noëlle D. Little
Licence-es-Lettres, Lyon University, France
M.A. Indiana State University, Terre Haute
Ph.D. University of Massachusetts, Amherst
Professor Emerita of French, 1982
Clark Award, 2001

Ronald Lucchino
B.A. Mansfield State College
M.S., Ph.D. University of New Mexico
Professor Emeritus of Biology
Crisafulli Distinguished Teaching Award, 2001

Scott MacDonald
B.A. DePauw University
M.A., Ph.D. University of Florida
Professor Emeritus of English and Film
Crisafulli Distinguished Teaching Award, 1981
Clark Award, 1993

Gian Carlo Mangano
B.A. Catholic University, Milan, Italy
B.A. University of Rome, Italy
M.A. State University of New York at Buffalo
M.S. Syracuse University
Ph.D. Columbia University
Associate Professor Emeritus of Mathematics

Mary Katharine Maroney, R.N.
B.S. Columbia University
M.S. Boston University
Ph.D. Syracuse University
Distinguished Professor Emerita of Nursing, 1991

Diane Matza
B.A. University of Michigan
M.A. Wesleyan University
Ph.D. Case Western Reserve University
Professor of English, 1978
Clark Award, 1996

R. Bruce McBride
B.A., M.A. State University of New York at Oswego
M.A., Ed.D. State University of New York at Albany
Professor Emeritus of Criminal Justice, 1987
Clark Award, 2007

Judith McIntyre
B.A. Carleton College
M.A., Ph.D. University of Minnesota
Professor Emerita of Biology
Clark Award, 1992
Crisafulli Distinguished Teaching Award, 1998

Jane Metzger
B.S., M.A. Syracuse University
Adjunct Professor Emerita of Theatre

Doris Wester Miga
A.B. State University of New York at Albany
M.A. Syracuse University
Professor Emerita of Sociology
Crisafulli Distinguished Teaching Award, 1980

David L. Moore
B.S., B.A. Eastern Nazarene College
M.S., Ph.D. Ohio State University
Asa Gray Distinguished Professor of Biology
Clark Award, 1998
Crisafulli Distinguished Teaching Award, 2003

Clement J. Moses
B.A. Hamilton College
M.S. Cornell University
Ph.D. State University of New York at Binghamton
Associate Professor Emeritus of Physics
Frank K. Mosher  
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Professor Emeritus of Education

Joan Murphy, R.N.  
B.S. Nazareth College  
M.S. Boston University  
Ed.D. Syracuse University  
Professor Emerita of Nursing

Herman S. Muskatt  
B.S. City College of New York  
M.S., Ph.D. Syracuse University  
Professor Emeritus of Geology

Eugene Paul Nassar  
B.A. Kenyon College  
M.A. (Oxon) Worcester College, Oxford  
Ph.D. Cornell University  
Professor Emeritus of English  
Clark Award, 1990

Stephen P. Neun  
B.A., M.A., Ph.D. University of Connecticut  
Distinguished Professor Emeritus of Economics  
Crisafulli Distinguished Teaching Award, 1994  
Clark Award, 1999

Clara K. Nicholson  
B.A. Syracuse University  
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Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.  
B.A. Manhattanville College  
B.S. Columbia University College of Physicians & Surgeons  
M.S. Syracuse University  
Associate Professor Emerita of Occupational Therapy  
Crisafulli Distinguished Teaching Award, 1995

Robert J. Petrillo  
B.S. University of Rochester  
M.B.A. University of Buffalo  
Assistant Professor of Accounting and Management

William F. Pfeiffer  
B.S. Wittenberg University  
M.S. University of Wisconsin  
Ph.D. Case Western Reserve University  
Professor Emeritus of Chemistry  
Crisafulli Distinguished Teaching Award, 1986

Herbert Rau  
B.S. State University of New York, Oneonta  
M.B.A., Nasson College  
Ph.D. Union Institute  
Associate Professor of Marketing, 2006

Laurence W. Roberts  
B.A. Utica College  
M.A., Ph.D. Syracuse University  
Associate Professor of Psychology, 1989  
Crisafulli Distinguished Teaching Award, 1997

Roger R. Rockefeller  
M.E., M.S., Ph.D. Stevens Institute of Technology  
Professor Emeritus of Physics

Richard B. Rosen  
B.S. Loyola University  
M.A. Georgetown University  
Ph.D. University of California at Berkeley  
Professor Emeritus of History

Mary Lee Seibert  
B.S., M.S. Ed.D. Indiana University  
Vice President for Academic Affairs and Dean of the Faculty Emerita
Raymond Simon  
B.S. University of North Carolina  
M.S. Northwestern University  
D.H.L. Utica College  
Professor Emeritus of Public Relations  
Crisafulli Distinguished Teaching Award, 1975 and 1984

Donald M. Stasiw  
B.S. Utica College  
M.S. Case Western Reserve University  
Ph.D. State University of New York  
College of Forestry, Syracuse University  
Associate Professor Emeritus of Computer Science

Kalixt S. Synakowski  
B.A. Hamilton College  
M.A. Harvard University  
Associate Professor Emeritus of Philosophy  
Crisafulli Distinguished Teaching Award, 1976

Sally C. Townsend, O.T.R.  
B.S. Virginia Commonwealth University  
M.A. College of St. Rose  
C.A.S., Ph.D. Syracuse University  
Associate Professor of Occupational Therapy, 1991

Rosemary E. Ullrich  
B.S. Mercyhurst College  
M.S. Syracuse University  
Associate Professor Emerita of Business

JoElyn Wakefield-Wright  
A.B. Pfeiffer College  
M.M. Indiana University  
Adjunct Professor Emerita of Music

Sandra B. Welch, R.N.  
B.S. State University of New York Institute of Technology  
M.S. Syracuse University  
Associate Professor Emerita of Nursing

Frederick Zammiello  
B.A. Colgate University  
M.A. Colgate University  
B.S. Utica College  
M.A., Ph.D. Syracuse University  
Assistant Professor Emeritus of Philosophy, 2004

Deceased Emeriti Faculty  
Raymond J. Albert  
Robert V. Anderson  
Joseph J. Arlotto  
Thomas G. Brown  
Harold Burger  
James L. Chamberlain  
Robert S. Connor  
Virgil C. Crisafulli  
Raymond J. Cristman  
Edward B. Cutler  
George Dmohowski  
Helmut Echtermann  
Amparo Escarrilla  
K. Della Ferguson  
Ralph Fimmano  
Frank Galime  
Anne Goss  
Victor Grimaldi  
Adolph B. Heller  
Harry F. Jackson  
Sidley K. Macfarlane  
Robert W. Millett  
James C. Mills  
Frank K. Mosher  
Aaron Naftalevich  
Jacob Oser  
Wayne N. Palmer  
Harold W. Pier  
Vladimir Polanskoy  
James Riccardo  
Owen Roberts  
Charles Samuels  
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Honorary Doctor of Laws

May 1974
Allen H. Nucharth
Honorary Doctor of Humane Letters

May 1985
Mstislave Rostropovich
Honorary Doctor of Letters

May 1987
Edward W. Duffy ’50
Honorary Doctor of Humane Letters

May 1989
Dr. Henry DiSpirito
Honorary Doctor of Humane Letters

May 1992
Thomas J. Cahill Jr. ’49
Honorary Doctor of Humane Letters

Richard Benedetto ’65
Honorary Doctor of Humane Letters

May 1993
Dr. Frank Lentriccia
Honorary Doctor of Humane Letters

Walter D. Edmonds
Honorary Doctor of Humane Letters

Dr. Marilyn Jacox ’51
Honorary Doctor of Science

Dr. Eleanor Z. Baker ’51
Honorary Doctor of Humane Letters

May 1994
The Honorable Sherwood Boehlert ’61
Honorary Doctor of Laws

Dr. Prosper Igboeli ’74
Honorary Doctor of Humane Letters

May 1995
The Honorable Hugh R. Jones
Honorary Doctor of Laws

Dr. John Flagler ’52
Honorary Doctor of Humane Letters

Dr. Diane Doran ’78
Honorary Doctor of Science
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(Conferred by Utica College Board of Trustees)

(Utica College Honorary Degrees)

1996
Dr. William Tolley
Honorary Doctor of Humane Letters

Dr. Virgil Crisafulli
Honorary Doctor of Humane Letters

Raymond Simon
Honorary Doctor of Humane Letters

Dr. Emlyn I. Griffith
Honorary Doctor of Laws

May 1996
David F. D’Alessandro ’72
Honorary Doctor of Laws

1997
Dr. Alfred Tector ’59
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Honorary Doctor of Laws

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Honorary Doctor of Commercial Science

May 2000
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May 2001
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F. Eugene Romano
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May 2002
Judith Viorst
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May 2003
Harold T. Clark Jr. ’65
Honorary Doctor of Laws

George W. Haley
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Dr. Albert H. Shaheen ’49
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May 2010
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Leonard Pitts
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2) Champlin House
3) F. Eugene Romano Hall
4) Issac Gordon Science Center
5) Addison Miller White Hall
6) Moses G. Hubbard Hall
7) Economic Crime and Justice Studies Building
8) Faculty Center
9) Frank E. Gannett Memorial Library
   Library
   on Lower Level
10) Michael A. Romano Hall
11) Rocco F. DePensa Hall
12) Ralph F. Strebel Hall
13) Edward and Jean D. DePensa Hall
14) Sherwood Boehm Conference Center
15) South Hall
16) North Hall
17) Alumni Hall
18) Newman Center
19) Bell Hall
20) Tower Hall
21) Harold T. Clark, Jr. Athletic Center
22) Harold T. Clark, Sr. Team Facility
23) Sand Volleyball Court
24) Charles A. Gaetano Stadium
25) Tennis Courts
26) Soccer Field
27) Baseball Field
28) Practice Field
29) Facilities Management Office
30) Maintenance Facilities