



Utica College

Never stand still.

2013-2014
UNDERGRADUATE
CATALOG

UTICA COLLEGE

Undergraduate Catalog

2013–2014

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 lgreen@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 Director of Graduate Online and Non-traditional Programs (315-792-3001).

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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.

Academic Calendar

NOTE:

Utica College recognizes the right of each student to observe religious commitments. Although religious holidays are not reflected in the academic calendar, students wishing to observe such holidays should notify their professors or the dean of students so that special arrangements can be made if necessary.

Course Cancellation Policy

The College reserves the right to cancel any course if registration for it does not justify continuance.

Calendar for Undergraduate On-Ground Courses

FALL 2013

Orientation	Friday, August 23
Convocation	Monday, August 26
Classes Start	Tuesday, August 27
Last Day to Add/Drop	Wednesday, September 4
Autumn Break	Monday, October 14
Deadline to Apply for December 2013 Degree	Tuesday, October 15
Mid-Term	Friday, October 18
Deadline to Withdraw, Pass/Fail, or change to Audit (full-term classes)	Friday, November 1
Spring Registration Opens	Monday, November 18
Thanksgiving Recess (Nov 27-29)	Wednesday, November 27 - Friday, November 29
Last Day of Classes	Monday, December 9
Study Days	Tuesday, December 10
Final Exams (Dec 11-14 and 16)	Wednesday, December 11 - Monday, December 16
December 2013 Degree Date	Thursday, December 26

WINTER 2014

Classes Start (Note: No add/drop period for Winter Session classes.)	Monday, January 6
Classes End	Friday, January 17

SPRING 2014

Classes Start	Thursday, January 23
Last Day to Add/Drop	Wednesday, January 29
Mid-Term	Friday, March 14
Deadline to apply for May 2014 Degree (go to www.utica.edu/registrar and click on FORMS)	Saturday, March 15

Spring Break (March 17-21)	Monday, March 17 - Friday, March 21
Last Day to Withdraw or change classes to Pass/Fail or Audit (Full-term classes)	Friday, April 4
Fall 2014 Registration Opens	Monday, April 14
Last Day of Classes	Wednesday, May 7
Study Days	Thursday, May 8
Final Exams (May 9-10, 12-14)	Friday, May 9 - Wednesday, May 14
May 2014 Degree Date	Sunday, May 18
Undergraduate Commencement Ceremony at the Utica Memorial Auditorium.	Sunday, May 18

SUMMER SESSION 2014

Refer to www.utica.edu/registrar	
Deadline to Apply for August 2014 Degree	Sunday, June 15
August 2014 Degree Date	Friday, August 22

Calendar for Undergraduate Online Courses

FALL 2013 8-Week Online Courses

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	D1 (1st 8 weeks)	D2 (2nd 8 weeks)
Classes Begin	Monday, August 26	Monday, October 21
Last Day to Add/Drop*	Wednesday, August 28	Wednesday, October 23
Last Day to WD**:	Monday, September 30	Monday, November 25
Last Day of Classes:	Friday, October 18	Friday, December 13

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

Last Day to Apply for December 2013 Degree	Tuesday, October 15
Degree Date for December 2013 Degree	Thursday, December 26

SPRING 2014 8-Week Online Courses

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	D1 (1st 8 weeks)	D2 (2nd 8 weeks)
Classes Begin	Monday, January 6	Monday, March 5
Last Day to Add/Drop*:	Wednesday, January 8	Wednesday, March 5
Last Day to WD**:	Monday, February 10	Monday, April 7
Last Day of Classes:	Friday, February 28	Friday, April 25

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

Last Day to Apply for May 2014 Degree

Saturday, March 15

Degree Date for May 2014 Degree

Sunday, May 18

SUMMER 2014 8-Week Online Courses

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	D1 (1st 8 weeks)	D2 (2nd 8 weeks)
Classes Begin	Monday, April 28	Monday, June 23
Last Day to Add/Drop*:	Wednesday, April 30	Wednesday, June 25
Last Day to WD**:	Monday, June 2	Monday, July 28
Last Day of Classes:	Friday, June 20	Friday, August 15

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

Last Day to Apply for August 2014 Degree

Sunday, June 15

Degree Date for August 2014 Degree

Friday, August 22

Calendar for Accelerated Second-Degree Nursing Program

FALL 2013

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	
Classes Begin	Monday, August 26
Last Day to Add/Drop*:	Wednesday, August 28
Last Day to WD**:	Thursday, October 31
Last Day of Classes:	Friday, December 13

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

SPRING 2014

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	
Classes Begin	Monday, January 6
Last Day to Add/Drop*:	Wednesday, January 8
Last Day to WD**:	TBA
Last Day of Classes:	Friday, April 25

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

SUMMER 2014

All deadlines are by 11:59 p.m. EST/EDT on the date listed.

Deadline/Action	
Classes Begin	Monday, April 28
Last Day to Add/Drop*:	Wednesday, April 30
Last Day to WD**:	TBA
Last Day of Classes:	Friday, August 15

* After this date, student will receive a WD on transcript and no refund can be issued.

** If a student withdraws from a class after the posted WD deadline, s/he will receive a grade of WF for the class, which calculates as an F in his/her GPA.

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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

UTICA COLLEGE IN BRIEF

Utica College is a comprehensive college that offers the wide range of undergraduate and graduate programs and diversity of a large university while at the same time providing students with the individual attention of a small college. A combination of liberal arts and professional studies gives students opportunities to gain broad-based exposure to major areas of knowledge while at the same time developing career-specific skills designed to ensure success in the workforce.

Utica College's origins reach back to the 1930s, when Syracuse University first offered extension courses in the Utica area. Seeing a need for a college in the Mohawk Valley, area business and community leaders urged Syracuse University to open such an institution. As a result, Syracuse University established Utica College in 1946. Today Utica College is independent from Syracuse University.

Utica College's undergraduate programs fall within three schools: arts and sciences; health professions and education; business and justice studies. Within these three schools are 37 undergraduate majors, 27 minors, and a number of pre-professional and special programs. Utica College also offers programs in teacher education that lead to certification. Hallmarks of the undergraduate experience include a strong emphasis on internships, co-ops, and other experiential learning, and opportunities for students to conduct original research or to assist professors with their research.

Utica College also offers 22 cutting-edge graduate degree and certificate programs that prepare professionals to meet current and future challenges posed by the increasing complexity of a global society; professional development programs and conferences for adults seeking continuing professional education and enhanced job performance; custom-designed corporate training programs for business and industry; and conference services and event management for business, professional, and community groups.

Utica College is considered a student-centered teaching college, and although faculty are recognized as experts in their field they are best known for the close, personal attention they give to their students.

In Fall 2012, 2,768 undergraduate students (2,126 full-time and 642 part-time) and 1,071 graduate students (204 full-time and 867 part-time) attended Utica College. The student body represents a wide variety of socio-economic

and cultural backgrounds, and includes non-traditional students, veterans, and students with disabilities. Non-traditional students are particularly well-served by Utica College. The School of Online and Extended Studies offers a diverse program of late afternoon, evening, weekend, and distance learning courses for both credit and non-credit study.

While slightly more than one third of the student body is from Utica and other Mohawk Valley communities, a majority of students come from throughout New York, New England, and the Middle Atlantic States. Still others come from other parts of the United States or from other countries.

Utica College offers an impressive array of opportunities for students to become involved in governance, cocurricular activities, and community service. Utica College was one of the first institutions in the nation to meet the challenge of full student participation in campus government.

Opportunities also abound for students to help organize, participate in, or attend cultural, recreational, and athletic events. Students may choose from academic and career-related clubs; political and/or social consciousness-related clubs; cultural organizations; recreational clubs; service organizations; fraternities and sororities; intramurals; and Division III athletics. Or, they may choose to help define the campus' cultural experiences by serving on the Social Cultural Committee or the Student Programming Board. Cocurricular activities are constantly increasing, and are limited only by students' imaginations.

Rounding out these academic and cultural offerings are opportunities to study abroad. Students may participate in Utica College programs at the University of Aberystwyth in Wales; Kansai Gaidai University in Japan; Abo Akademi University in Finland; American College Dublin in Ireland; Jagiellonian University in Poland; ELTE University in Hungary; Dong-eui University in South Korea; Universidad Peruana de Ciencias Aplicadas in Peru; University of Strathclyde in Scotland; or the countries of the former Soviet Union through the American Council of Teachers of Russian. Students can also participate in Syracuse University's Semester Abroad programs in locales such as France, Italy, Spain, England, China, or Hong Kong, to name just a few.

Academic excellence, dedicated faculty, a belief in educating students for both personal and professional success, and a commitment to lifelong learning; these are the values that make Utica College an exceptional "small university."

According to figures from the New York State Education Department (Higher Education Data System), of the 495 freshman who began their studies at Utica College in the fall of 2006, 234, or 47.3 percent, remained at the College until they earned their baccalaureate degree.

Of the 197 transfer students in the lower and upper divisions who started in the fall of 2006, 129, or 65.5 percent, earned their degrees.



THE CAMPUS

Visitors to the Utica College campus will notice its large grassy lawns, open fields, walkways lined with trees and flowerbeds, outdoor pieces of sculpture, and easy access to local amenities and attractions. Situated in a predominantly residential section of west Utica, Utica College is on the corner of Burrstone Road and Champlin Avenue. The 128-acre campus is directly across Champlin Avenue from the St. Luke's campus of Faxton St. Luke's Healthcare, within walking distance of a small commercial area, and on major city bus lines.

The social and recreational center of the Utica College campus is the **Ralph F. Strebel Student Center**, home to the Ellen Knowler Clarke Lounge; Strebel Auditorium; the Pioneer Pub, which features a Subway restaurant; a 24-hour computer lab; the Office of Student Activities; and the Student Senate office. Strebel is also home to the campus store which offers textbooks, Utica College clothing and souvenirs, school and residence hall supplies, and snacks.

Located upstairs are the Dining Commons and the Office of the Dean of Students, Career Services, Campus Safety, and the College's health center. Also located in Strebel are the WPNR radio station studios and the Office of Counseling and Student Development.

Five interconnected buildings house the majority of Utica College's academic classes:

Moses Gilbert Hubbard Hall contains classrooms, including several that are permanently equipped with state-of-the-art instructional technology; seminar rooms; the First Source Federal Credit Union Trading Room; computer lab facilities; the Academic Support Services Center; the Office of Student Financial Services; and the Office of Opportunity Programs.

Addison Miller White Hall houses student services offices such as Admissions and the Registrar. Also housed in Addison Miller White Hall are offices for the School of Health Professions and Education, the Office of International Education, and the Office of Graduate Studies, as well as a number of faculty offices.

Isaac Gordon Science Center houses Donahue Auditorium, which is permanently equipped with state-of-the-art instructional technology, and specially equipped science lecture halls and laboratories for biochemistry, biology, microbiology, embryology, anatomy and physiology, botany, geology, chemistry, physics, and psychology. A small snack bar, Le Bistro, is also located in Gordon Science Center, as are offices for the School of Arts and Sciences.

The **Faculty Center** houses four classrooms, 15 faculty offices, and the **Professor Raymond Simon Convergence Media Center**. All four classrooms are permanently equipped with state-of-the-art instructional technology. One classroom has video conferencing capability.

F. Eugene Romano Hall houses state-of-the-art classroom, laboratory, and clinical space for physical therapy, occupational therapy, nursing, therapeutic recreation, and health studies.

The **Economic Crime, Justice Studies, and Cybersecurity Building** provides specialized laboratories and research technologies for UC's economic crime, cybersecurity, criminal justice, and fraud prevention programs. It also houses offices for the School of Business and Justice Studies, the College's Economic Crime and Cybersecurity Institute (ECCI) and its Center for Identity Management and Information Protection (CIMIP), as well as the Carbone Family Auditorium and Petralia Lounge and Terrace.

The **Frank E. Gannett Memorial Library** provides a physical and virtual (www.utica.edu/library) focal point for learning, teaching, and research. The Utica College identification card serves as a library card and is required for many library services.

The Gannett Library's physical collection of more than 177,000 books and print serials are supplemented by several thousand electronic journal subscriptions and approximately 100 research databases that are Internet-accessible, allowing students and faculty to conduct scholarly research from anywhere on or off campus. As well, the library provides online research tutorials and citation style guides.

The Library Learning Commons supports individual and collaborative research, creativity, and learning by providing flexible group study spaces, computers, large screen monitors, scanners, photocopiers, and microfilm readers. The Math and Science Center and the Writing Center, located in the Learning Commons, provide tutoring services to students.

The Gannett Library offers personalized walk-up reference service 65 hours per week. Students can get research help by contacting a librarian by e-mail or phone or by completing a web form. Students can request in-depth assistance by scheduling a research appointment. Appointments can be requested by phone for commuter and distance students. Additionally, the library offers 24/7 virtual reference service, staffed by librarians at Utica College and around the world, whereby reference questions are answered via real-time chat. Librarians are also in the classroom, conducting nearly 100 customized library instruction classes each year.

Interlibrary loan plays a key role in expanding access to library collections throughout the state, across the country, and internationally. Through this no-charge service Utica College's library users access from other libraries research items not available at Utica College in full text or in print. In turn, Utica College's library is able to share its collection with others.

The Gannett Library's Special Collections, housed in the Jocelyn Romano Candido Rare Book Room, features, among other material, the Harry F. Jackson Welsh Collection. This is the largest collection of 19th and early 20th century Welsh-language literature in the United States. Welsh scholars regularly visit the Gannett Library to research this collection, most of which was printed by Welsh settlers living within a 30-mile radius of Utica. Much of this material has been microfilmed for preservation.

In 1998, the Gannett Library was bequeathed the papers and working library of Walter D. Edmonds, noted author of *Drums Along the Mohawk*. Edmonds' personal library and his papers are held in the Walter D. Edmonds room on the second floor of the Gannett Library. The library is also home to the Henry DiSpirito Sculpture Collection and the Child Life Council Archives.

The Gannett Library is open 99 hours per week during the academic year when classes are in session.

Monday - Thursday	8 a.m. - Midnight
Friday	8 a.m. - 10 p.m.
Saturday	10 a.m. - 7 p.m.
Sunday	Noon - Midnight

Changes in hours for holidays, summer session, winter session and final exams will be posted on the library website.

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

Located elsewhere in the Library facility are offices for **Integrated Information Technology Services**, including:

- The **Media Center** provides audiovisual support to the faculty and students in the classrooms, as well as to a wide variety of special events.
- **Computer User Services**, including the Computer Help Desk, provides assistance with computer-related questions and problems
- Four **computer laboratories** for classroom and open use
- **Music classrooms**

Rocco F. DePerno Hall, located directly across from the Library, houses the offices of the president, the provost and vice president for academic affairs, the executive vice president and chief advancement officer, and other college executives. Also located in DePerno are Macfarlane Auditorium, which is permanently equipped with state-of-the-art instructional technology, and a number of faculty offices.

Connecting the Library to DePerno Hall is the **Library Concourse**, a large informal hall surrounding the **Maria C. Romano Memorial Garden**. This unique area provides a venue for musical recitals, poetry and fiction readings, and receptions, and is always open for the free use of students and faculty for conversations, study, and informal class sessions. Also located in the Library Concourse is the **Edith Langley Barrett Fine Art Gallery**, which hosts exhibits in a variety of media throughout the academic year.

Directly above the Concourse, between the Library and DePerno Hall, is the **Michael A. Romano Plaza**.

The **Harold Thomas Clark Jr. Athletic Center** includes a gymnasium; a 10-lane, 25 yard by six-lane 25 meter pool; an all-purpose room for activities and classes; the **Gary M. Kunath Fitness Center**; an athletic training room; golf and batting cages; physical education and athletic staff offices; and equipment and locker rooms. The locker rooms are equipped with showers, lockers, team rooms, and a sauna.

The gym can accommodate two full intramural basketball courts, one

main basketball court, and six volleyball courts. The gym also features a press balcony, and bleachers seating 2,200 people. A dividing door allows two events to take place simultaneously.

The swimming pool, one of the largest in the Northeast, has a one-meter diving board, a Colorado eight-lane timing system with a nine-line Colorado scoreboard, and a balcony with seating for 250 spectators.

The all-purpose room has full-length mirrors, equipment for step aerobics, and space for Tae Bo and aerobics.

The Clark Athletic Center also features two enclosed racquetball courts with large viewing windows for spectators.

The **Harold T. Clark Sr. Team Facility** includes additional locker rooms, a training room, laundry facilities, and an all-purpose room for classes and meetings.

Just behind the Clark Athletic Center is an outdoor sports complex that includes the **Charles A. Gaetano Stadium**, a lighted stadium with synthetic turf designed for football, lacrosse, field hockey, intramural sports, and soccer. Nearby are a soccer field, baseball field, softball field, lacrosse field, and four tennis courts.

The Utica College men's and women's hockey teams play home games at the **Utica Memorial Auditorium**. Located in downtown Utica, just minutes from campus, the "Aud" features seating capacity for nearly 4,000 fans. Located within the Aud is the College's own annex with locker rooms, storage, and a training room.

South and North Halls, two of the College's residence facilities, are each three-story structures. A variety of living styles are offered in these traditional residence halls, including single, and double occupancy rooms on single sex or coed floors. All floors are smoke-free. Each hall has its own lounge, television and recreation rooms, and kitchen facilities. New students make up the majority of residents in these two halls. The Office of Residence Life is located in North Hall. Special programs designed to ease the transition to college are offered to students in North and South Halls. Free hook-up for cable television and phone service also are provided in each room in these halls. All rooms in both complexes are hardwired to have College network access, including Internet capabilities.

Alumni Hall, a residence facility for upperclass students, contains 16 garden-style suites. Each unit includes a living room, kitchenette, bathroom, and dining area. There also are suites specially designed to accommodate the physically challenged. Free hook-up for cable television and phone service are provided in each apartment. College network access, including Internet capabilities, is offered in the suite bedrooms and living rooms.

Burrstone House is located across Champlin Avenue from the main campus. Formerly a hotel, Burrstone offers 75 rooms for residential students. Large rooms usually house two students and are equipped with private bathrooms, free hook-up for cable television and phone service, air-conditioning, and other personal amenities. Burrstone rooms have both wired and wireless College network access, including Internet capabilities. The majority of students living in

Burrstone are upperclass students in double rooms.

Sherwood Boehlert Hall and Conference Center features suite-style living with either double or single accommodations for 150 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and College network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, and several large lounges, are also provided. Sherwood Boehlert Hall and Conference Center also features a conference room that is available for campus as well as community meetings and events. The conference room opens up to the **Edward and Jean Duffy Plaza**.

Tower Hall features cluster-style living with either double or single accommodations for 69 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and College network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, laundry facilities, a kitchen on each floor, and several large lounges are also provided.

Bell Hall features cluster-style living with either double or single accommodations for 113 staff and students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and College network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, three laundry rooms, and several large lounges are also provided.

The **Newman Community Center** is adjacent to Alumni Hall and serves as the locus for Catholic worship services and programs that are open to all. The Newman Community hosts programs in the areas of academic, personal, and spiritual growth; these are open to all as well. In the center are a meditation chapel, library, the Newman chaplain's office, and assembly and meeting space, which is available for scheduling. Mass is celebrated on Saturdays at 5:00 p.m. and on Sundays at 10:30 a.m. and 4:30 p.m.

Champlin House, located across the street from the main campus on Champlin Avenue, is home to the Office of Advancement, which includes Alumni and Parent Relations, Development, and Marketing and Communications.

Utica College operates off-campus sites for the purpose of offering the Accelerated Second Bachelor's Degree in Nursing program in New York in Florida.

COMPUTER FACILITIES

Utica College provides 15 academic computer labs located in Hubbard Hall, Gordon Science Center, the lower level of the Frank E. Gannett Memorial Library, Strelbel Student Center, Faculty Center, and the Economic Crime, Justice Studies, and Cybersecurity Building, as well as mobile labs. These labs contain a combination of Microsoft Windows 7 and Mac OSX computers.

Classes are taught in all labs except for the main floor of the Library and Strebel Student Center, and all are accessible, during published hours, to any UC student with a valid UC ID. All computers are equipped with a variety of software including Microsoft Office and are connected to the Internet and to laser printers. Please note that students have a starting printing quota of 1,000 pages. There are 50 multimedia enhanced classroom spaces at Utica College, including auditoriums, classrooms, and conference rooms, as well as mobile projector carts.

Utica College is a wireless campus for both Macintosh and Microsoft Windows computers. Online registration is required for students to use personal machines on the Utica College network. Use of any of the College's computing facilities must be in accordance with Utica College's policies, federal and state laws, and the Utica College Student Code of Ethics.

PARKING

More than 1,500 parking spaces are available for students, faculty, staff, and visitors. For more information about building and parking lot locations, please refer to the Utica College campus map, located on the last page of this catalog.

FACILITIES FOR STUDENTS WITH PHYSICAL DISABILITIES

The campus has been modified to help accommodate students with physical disabilities. Automatic doors have been installed in Strebel Student Center, Clark Athletic Center, Frank E. Gannett Memorial Library, and classroom buildings. Elevators have been installed in Strebel, Hubbard Hall, the Library, Romano Hall, the Economic Crime, Justice Studies, and Cybersecurity Building, and the Clark Athletic Center. Elevators may also be found in the following residence halls: Bell Hall, Boehlert Hall, Burrstone House, and Tower Hall. Emergency phones are located throughout the campus for safety purposes.

A variety of accommodations exist in the residence units for students with physical disabilities. For assistance, contact the director of residence life at (315) 792-3285. The College is committed to making the pursuit of education accessible for students with physical disabilities. For assistance, contact the director of learning services at (315) 792-3032.

NOTE: All business offices operate on an 8:30 a.m. to 5:00 p.m. schedule during the academic year, with special hours during Winter and Summer Sessions. Student-use facilities operate on day and night schedules, which are shown in the Student Handbook.



THE COMMUNITY

One of the largest cities in the Mohawk Valley, Utica is the socioeconomic hub of the greater Utica-Rome metropolitan area (estimated population: 300,000), an area that supports industries such as technology, manufacturing, health care, education, insurance, tourism, finance, and retail. Located 90 miles west of Albany, 50 miles east of Syracuse, and 30 miles south of the Adirondacks, Utica is in the heart of one of New York state's most scenic, historic, and culturally rich areas.

Social, cultural, and recreational opportunities start on the Utica College campus, where students, faculty, and staff can enjoy a wide variety of musical and theatrical performances, poetry readings, art exhibits, and other events. Throughout the academic year, Utica College hosts concerts by local acts as well as nationally recognized performers who play a variety of music, including rock, hip hop, gospel, classical, blues, jazz, and folk. Students are also welcome to attend concerts, plays, and other cultural events at nearby colleges and universities.

The city of Utica and its surrounding communities offer a wealth of cultural assets, including the prestigious Munson-Williams-Proctor Arts Institute and its School of Art, which is affiliated with Pratt Institute; the Stanley Performing Arts Center; the Oneida County Historical Society; the Children's Museum; the Utica Zoo; the National Distance Running Hall of Fame; F.X. Matt Brewery; the Kirkland Art Center; the Rome Art & Community Center; and the Utica Memorial Auditorium. Local residents can enjoy performances by the Utica Symphony; the Broadway Theatre League; the Great Artists Series; and the Mohawk Valley Ballet company. Live acts ranging from Kanye West to Itzhak Perlman have visited Utica, as have entertainers specializing in blues, jazz, rock, Cajun, classical, folk, classical ballet, modern dance, opera, and Broadway theatre. There are, in addition, a wide variety of area libraries, art galleries, and cultural programs from which to choose.

Just a short distance away from Utica are the Landmark Theatre, Rosamond Gifford Park Zoo, Everson Museum, and Milton J. Rubenstein

Museum of Science and Technology (home to an IMAX theatre) in Syracuse; Vernon Downs Harness Racetrack in Vernon; the Shako:wi Cultural Center in Oneida; Turning Stone Resort in Verona; the Saratoga Performing Arts Center in Saratoga; and historic Cooperstown, home to the world-class Glimmerglass Opera, Fenimore Art Museum, and the National Baseball Hall of Fame and Museum.

Athletic and recreational opportunities also abound. On-campus facilities include a pool, a gymnasium, an athletic stadium, a dance room, a free-weight room, tennis, racquetball, and volleyball courts, a fitness center, and a multi-sport stadium with an all-weather field. The city of Utica's extensive park system includes the Val Bialas municipal ski slope, three large public swimming pools, an 18-hole public golf course, public tennis courts, picnic grounds, and an abundance of public athletic fields. The Mohawk Valley also offers excellent opportunities for golfing, running, swimming, boating, fishing, hiking, biking, skiing (downhill and cross country), snowmobiling, and camping. Nearby lakes include Oneida, Delta, Onondaga, and Otsego, and there are extensive park and trail systems in Verona, Rome, Brookfield, Chittenango, and Syracuse. Each July the area plays host to the Boilermaker, a nationally recognized road race that draws more than 10,000 runners from across the United States as well as several foreign countries. And in March, Utica College provides the starting and ending point for America's Greatest Heart Run & Walk, which consistently raises more money than almost any other event of its kind in the country.

Utica is at the foothills of the Adirondacks, which provide ample opportunities for hiking, camping, canoeing, white water rafting, snowmobiling, and skiing. Ski centers such as Woods Valley near Rome, Snow Ridge in Turin, and McCauley Mountain in Old Forge are all less than 90 minutes away. Hunter Mountain in the Catskills, Gore Mountain in North Creek, Whiteface Mountain in Lake Placid, Toggenburg Ski & Board Center in Fabius, and Song Mountain Resort in Tully are considered first-rate facilities for the outdoor enthusiast and are just a day trip from Utica.

The Mohawk Valley is also rich in history. Historic treasures include the Oriskany Battlefield, Fort Stanwix National Monument, Erie Canal Village, Canal Town Museum, Oneida Community Mansion House, and the homes of Revolutionary War heroes General Nicholas Herkimer and Major General Friedrich Wilhelm Baron von Steuben.

The Mohawk Valley offers large retail centers and a multitude of specialty boutiques for shopping, movie theatres including several with discount ticket prices, live music in coffeehouses, taverns, and other small venues, and a wide selection of restaurants offering everything from gourmet meals to pizza and wings to ethnic foods such as Chinese, Greek, Indian, Italian, Japanese, Lebanese, Mexican, Spanish/Latino, Polish, Thai, and Vietnamese.

Safe, clean, and scenic, yet offering the advantages of larger metropolitan areas, the Mohawk Valley is a great place to call home.

THE UNDERGRADUATE PROGRAM



Utica College offers four-year programs leading to either the bachelor of arts or the bachelor of science degree in a broad variety of majors in the liberal arts and sciences and in professional studies. All Utica College major programs provide students with a sound liberal arts base; a program of general education provides students with a valuable foundation in liberal studies outside their major fields. Programs leading to the bachelor of arts degree emphasize courses in liberal arts fields, while programs leading to the bachelor of science degree place greater emphasis on courses in professional studies fields.

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, 89 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 20 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. In addition, the College offers graduate programs as well as evening

undergraduate courses and professional development programs for both credit and non-credit study.

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.

Utica College recognizes both exceptional ability and competency achieved through work experience, personal study, the armed forces, vocational and correspondence training, and other non-traditional forms of learning. As a result of this philosophy, Utica College offers a three-year study option for students who can demonstrate advanced standing, and affords opportunities to earn credits for experience and competence acquired outside formal academic educational institutions.

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.

CREDIT HOURS

Instructional courses must offer 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 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

General Education 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.

The faculty has identified 10 goals of the general education 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 General Education 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 General Education 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 General Education 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 General Education Core Exemption Criteria in this section of the catalog.)

*Some students may be required to take MAT 100 in addition to General Education 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
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or demonstrated competence leading to exemption. (See General Education 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: Literature in Focus	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: Elementary 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: International Relations 3 credits
- IST101(D): World Regional Geography 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/General Education Exemption Criteria

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

Goal 1 – 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 pur-

sue 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 competency 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.

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 General Education 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.

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.

COMPETENCY AND EXPERIENCE CREDIT

Utica College offers students the opportunity to earn a maximum of 30 hours of competency/experience credit. Competency and experience credit cannot be applied to satisfy Utica College's 30-hour residency requirement. **Course equivalence for competency and experience credit is determined by the various departments.***

Advanced Placement Examinations of the College Entrance Examination Board

Place: As designated by the College Board Advanced Placement Examinations, Box 977, Princeton, NJ 08540. Ask that scores be sent to the Office of Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892.

Exams Most Frequently Evaluated	Grade	Credits Awarded	*UC Equivalents
American Government/Politics	4	3	Government and Politics 101
American History	3	6	History 124, 125
Art History	3	6	Fine Arts 245/246
Biology	4 or 5	4	Biology 211
Chemistry	4 or 5	4	Chemistry 211
Comparative Government/Politics	4	3	Government and Politics – Elective
Computer Science A	4 or 5	3	CSC 101
Computer Science AB	4	3	CSC 101
Computer Science AB	5	6	CSC 101, 102
English Literature & Composition	3	6	English 101, 135
European History	3	6	History 165-Elective
Math-Calculus AB	4 or 5	3	Mathematics 201
Math-Calculus BC	4 or 5	6	Mathematics 201, 202
Music Listening & Literature	3	6	Music 115-Elective
Physics B	4 or 5	4	Physics 151
Psychology	3	3	Psychology 101
Spanish Language	3	6	Spanish 101, 102
Statistics	4 or 5	3	Mathematics 112

*Equivalent may change each year.

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.

General Examination of the College-Level Examination Program (CLEP)

- 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:* Six semester hours of core credit for each examination. Scores must be at or above the 50th percentile.
- Limits:* Students may not receive CLEP general examination credit in a core area in which they already have earned six hours of college credit.
- Cost:* Only the examination fee of 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.

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 (USAFI) 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.**

Experience Credit

- Time:* After admission to Utica College for demonstrable skills and knowledge gained through experience acquired before admission to the College.
- Credit:* **Awarded at departmental discretion.** Up to one-fourth of the total hours required for the degree, but not applicable toward the 30-hour residency requirement or liberal arts and sciences requirements.
- Procedure:* These skills and knowledge must be applicable to the student's program and they must be documented by student submission of a current résumé, a brief explanation of the work experience and its application or relevance to degree program of study, and other evaluative measures deemed appropriate by the academic program. Application for experience credit must be approved by both the dean of the school in which the student is majoring and the vice president for academic affairs and dean of the faculty.
- Cost:* See "Schedule of Tuition, Fees, and Deposits" in the "Tuition and Expenses" section of this catalog.
- Approvals:* Those of the adviser, the school dean, and the provost and vice president for academic affairs.

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.

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, super-

vision, programming, and evaluation; housing and student life activities; and short term academic seminars.

All students (in any major field) may apply, but the College will select the best candidate(s). 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.

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.

SUMMER INSTITUTE

Summer Institute is a five-week summer enrichment program designed to assist incoming pre-freshman 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 General Education 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 General Education 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 General Education 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. 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 Web site 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 text books 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 offer opportunities for participation 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.

CENTER FOR HISTORICAL RESEARCH

Established during the spring semester 2000, the Center for Historical Research, sponsored by Utica College's history department, provides resources and assistance to students, faculty, and members of the community who are working on local and global history projects. The objectives of the center are to:

- Support students who are working on "The History Project," an annual collaborative research project undertaken by graduating Utica College history majors.
- Publish the annual proceedings of "The History Project."
- Assist students and faculty conducting local and global historical research.
- Foster ties between Utica College and its surrounding communities.
- Compile and preserve historical resources.
- Collaborate with the Eugene Paul Nassar Ethnic Heritage Studies Center at Utica College.
- Promote scholarly excellence through the Utica College chapter of the Phi Alpha Theta National Honor Society.

CENTER FOR IDENTITY MANAGEMENT AND INFORMATION PROTECTION

CIMIP was formed in 2006 as a collaboration between corporations, government, and academia to combat the threat that identity fraud and theft pose to personal and national security. CIMIP stakeholders include the United States Secret Service, the Federal Bureau of Investigation, the U.S. Marshals' Service, the U.S. Postal Inspection Service, and Syracuse University's CASE Center.

The Center is directed by Professor Donald Rebovich, and its research agenda is guided by the Board of Advisors of Utica College's Economic Crime and Cybersecurity Institute (ECCI) and a Research Steering Committee comprised of the Center's stakeholders. The Center's research agenda focuses on critical issues in identity management, information sharing policy, and data protection, including:

- The causes, early detection, and prevention of identity fraud and theft.
- The evolving threat from cyber criminals, insiders, and organized crime groups.
- The impact and role of policy decisions, legislation, and regulatory actions.
- The improvement of identity authentication systems to reduce fraud and improper payments, and protect national security.
- The role of enabling technologies to protect information, facilitate privacy, and share information.

The Center provides cutting-edge identity management and information protection resources to corporations, law enforcement, government agencies, academe, and the public through its publications and Web site (www.cimip.org). The Center also sponsors symposia to share the research findings with key decision makers in corporate, government, and academic organizations.

CENTRO STUDI CASARIENSI

The Centro Studi Casauriensi (Center for Casaurian Studies) was founded in August 1991 in Castiglione a Casauria in the Abruzzi region of Italy and represents a collaborative effort between Utica College and private benefactors in Italy. Its goal is to foster and support both individual and group research on the literature, sociology, psychology, mathematics, language, history, art, anthropology, science, etc. of the region in Italy once known as Casauria. The Center publishes an annual volume of contributions in several fields of knowledge by a variety of international scholars.

THE ECONOMIC CRIME AND CYBERSECURITY INSTITUTE

The Economic Crime and Cybersecurity Institute (ECCI) was formed in November 1988 to support the major in criminal justice/economic crime investigation, prepare students to prevent, detect, investigate, and prosecute economic crimes, and provide continuing education opportunities for economic crime investigation professionals. In January 1999, the Institute provided expert consultation and financial support to help launch the first graduate program at Utica College: a master's degree in economic crime management.

The ECCI meets its goals by encouraging the exchange of expertise between educators and professionals in the field; placing students in internships and professional positions with corporations and government agencies; sponsoring conferences, seminars, and lectures; and supporting research endeavors. The Institute has a distinguished board of advisers that includes individuals at the top of their fields in higher education, business, and the federal government. These board members, experts in credit card fraud, computer security, financial crimes investigations, information assurance, insurance fraud, and corporate security, are working with Utica College faculty to accomplish the ECCI's goal of preparing individuals to prevent, detect, investigate, and prosecute economic and cybercrimes. Raymond Philo serves as the executive director.

EUGENE PAUL NASSAR ETHNIC HERITAGE STUDIES CENTER

Established in 1981 by Professor Emeritus Eugene P. Nassar, the Ethnic Heritage Studies Center serves as a clearinghouse for the creation of courses, seminars, and publications in ethnic studies, especially dealing with ethnic groups of the central New York area. It oversees the development of the Frank E. Gannett Memorial Library book collection in ethnic studies. It also has coordinated ethnic festivals with the Friends of the Library, honoring the larger ethnic populations of Utica.

HUMAN RIGHTS ADVOCACY PROGRAM

The Human Rights Advocacy Program of Utica College (HRAP) was established in 1992 by attorneys Theodore Zang, Esq. and Utica College Professor Theodore S. Orlin, Esq. HRAP's purpose is to counsel and train non-governmental organizations (NGOs) in transitional democracies. Accordingly, with the support of Utica College and private donations, it regularly works with human rights advocates in Eastern and Central Europe (e.g., Albania, Bulgaria, Kosovo, Moldova, Romania, Slovakia), Africa, and Asia (Taiwan, India).

HRAP's approach is to provide in-field training and technical assistance to human rights NGOs and their supporters, as well as to provide coun-

sel via international communications. HRAP works closely with Helsinki Committees and independent human rights NGOs, supporting their legal defense efforts, the monitoring of human rights violations, and their human rights education programs, etc. It also provides technical support and training to university human rights centers in the Balkans and elsewhere.

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

THE INSTITUTE FOR EXCELLENCE IN EDUCATION

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

THE INSTITUTE OF APPLIED ETHICS

The Institute of Applied Ethics was founded in 1986 and has been affiliated with Utica College since 1987. The Institute promotes public discussion of contemporary ethical issues within the college, professional and civic groups, and the broader community. Its goal is to foster informed assessment of a broad range of ethical issues, including but not restricted to those related to healthcare, business and economics, science and technology, social justice and law, and the environment. The Institute works with students, faculty, professionals and members of the public to sponsor conferences, seminars, workshops, lectures and media events.

THE INSTITUTE OF GERONTOLOGY

In January 1980, Utica College formed the Institute of Gerontology to foster a multidisciplinary approach to various aspects of aging, including health, sociological, economic, behavioral, environmental, and political.

The Institute achieves these goals through the education of students, professionals, and the general public; community development of the aging network; and research relevant to the study of aging.

THE LEADERSHIP INSTITUTE

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

MOHAWK VALLEY CENTER FOR ECONOMIC EDUCATION

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

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

NORTHEAST CYBER FORENSICS CENTER

The Northeast Cyber Forensics Center (NCFC) at Utica College is an evolution of the former computer forensics research and development center, which opened May 7, 1999 and was funded by the Air Force Research Laboratory Information Directorate.

The NCFC is a partnership of academic, government, and private sector resources that collaborate to provide cutting-edge research, development, and service in the field of digital forensics as well as operating of a state-of-the-art digital crime laboratory.

Utica College students and graduates comprise a staff of interns, work-study employees, and research assistants who gain practical experience while helping to further the mission of the NCFC and the College.

The NCFC is located in a secure laboratory of the Economic Crime, Justice Studies, and Cybersecurity Building at Utica College, with Anthony Martino serving as its director.

THE RAYMOND SIMON INSTITUTE FOR PUBLIC RELATIONS

Named for the former head of the Utica College public relations degree program, the Raymond Simon Institute for Public Relations was founded in 1986 with the purpose of enhancing UC's public relations and journalism programs.

To achieve this purpose, the Institute honors the outstanding public relations/journalism alumnus or alumna; grants the Ben and Gene Comora Scholarship, the John Behrens Journalism Scholarship, and the Raymond Simon Scholarship; provides monetary support for faculty projects and student activities through the Robert Feldman Fund and the Joanne Reppel Contingency Fund; and underwrites the cost of the Eleanor Sokolow/RSI Professional in Residence program, which brings outstanding professionals in public relations and journalism to campus for several days. Funding for the program is made possible by a grant from Owen Comora and his wife, Betty, and is named after her late mother.

Each year, the RSI also presents an array of cash awards to recognize student achievement of all sorts throughout the PR/J curriculum.

These annual scholarships and cash awards, made possible through generous contributions from PR/J alumni, are granted to encourage excellence on the part of students in the public relations/journalism program. Selection of the awardees is made by the PR/J faculty.

THE UTICA CENTER FOR SMALL CITY AND RURAL STUDIES

The Utica Center for Small City and Rural Studies is a social science research center that examines issues of relevance to smaller metropolitan and non-metropolitan communities. The Center brings together scholars throughout central New York State to explore topics related to social and economic systems as they affect non-elite communities.



STUDENT LIFE

OFFICE OF STUDENT SUCCESS

The Office of Student Success, located in 111 Hubbard Hall, is specifically charged with fostering student success through providing services that support and guide students in their personal and academic lives. This is accomplished through the coordination of the services provided by: Academic

Support Services, Opportunity Programs, Learning Services, Orientation, Tutoring, Counseling and Student Development, and the Academic Coaching Experts (ACEs). Working closely with academic programs and student services, the Dean for Student Success identifies potential barriers to student achievement and facilitates institutional change to remove them.

ACADEMIC SUPPORT SERVICES CENTER

The Academic Support Services Center staff provides a wide range of counseling services for students focusing on personal, vocational, and academic concerns. Part of the Office of Student Success and located in Room 109, Hubbard Hall, the Academic Support Services Center provides support services for students with physical, emotional, or learning disabilities, through its Learning Services Office. Counseling services are offered through the Office of Counseling and Student Development, located in 205 Strelbel Student Center. Counseling services are designed to help students gain control over events that inhibit their success as students. While personal counseling is available through the Center, referral to off-campus agencies and /or counseling services is also obtainable through the counseling staff.

In addition to the personal and academic counseling services described, students can access tutoring services through the Center's Office of Opportunity Programs, also located in 109 Hubbard Hall. In general, for students who have any questions or concerns of a personal or academic nature, contacting the Office of Student Success and the Academic Support Services Center would be a wise first step.

SERVICES FOR STUDENTS WITH DISABILITIES

Utica College recognizes its responsibility to provide equal access to opportunity for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The College will provide reasonable adjustments and/or accommodations for our students to meet the equal access/non-discrimination nature of the federal mandates.

The Office of Learning Services provides advisement, advocacy, and academic support to students who identify themselves as having a disability. The office is located in the Academic Support Services Center, Hubbard Hall Room 109.

To initiate recognition and consideration as a student with a disability, students should:

- Self-disclose their disability by contacting the director of learning services, preferably in person.
- Request accommodations.
- Submit appropriate documentation to verify eligibility. Eligibility is determined on an individualized basis, and is based upon documentation of a disability that currently substantially limits some major life activity.

Questions related to this process should be directed to the director of learning services, Kateri Henkel, at (315) 792-3032 or khenkel@utica.edu. Additional information about services for students with disabilities may be found at www.utica.edu/learning.

WRITING ASSISTANCE

The Writing Center, staffed by a faculty member and peer tutors, offers individual tutoring. Attendance is voluntary. Students may attend regularly, or intermittently, whenever they would like a response to their writing. The Writing Center, located in Gannett Library, helps writers help themselves.

MATH ASSISTANCE

The Math and Science Center, staffed by a faculty member and peer tutors, gives students individual attention, focusing on the specific areas in which they most need assistance. Tutors can help students prepare for tests and quizzes as well as assist with homework problems. Students may schedule an appointment, come as a walk-in, or request a specific tutor. The Math and Science Center is located in Gannett Library.

MEDIA CENTER

The Media Center, located in the lower level of the Frank E. Gannett Memorial Library, provides audio-visual support to the faculty and students in the classrooms, as well as to a wide variety of special events held on campus. The Center houses the video collection that are used in classes. The Media Center is open Monday-Friday from 8:00 a.m. to 10:00 p.m. when classes are in session.

RESIDENCE HALLS

A major component of the college educational experience is for students to learn to live on their own. Utica College provides on-campus housing to enhance intellectual, social, and cultural development through the experience of living with other individuals who bring a variety of social and cultural backgrounds to the community.

UC's Residence Life program is intended to complement the student's academic career. The professional and paraprofessional (student) residence hall staffs are dedicated to the intellectual, cultural, and social growth of each resident student. Residence hall activities and staff counseling services are provided to help students benefit from this facet of the total college experience in a living and learning environment.

The Office of Residence Life also offers a Theme Housing program in order to complement the student's academic experience at Utica College. Theme Housing consists of students living together who are grouped by interest and participate in programming and extracurricular activities focused on their area of interest. Each community has a "Theme Team". This team will be responsible for the general wellness of the community, overseeing community programming and helping each theme community come together to work on various projects of interest. The theme teams will each consist of one or two faculty and/or staff mentors, a Resident Assistant (RA), and the Area Coordinator for first year buildings.

Each room in the residence hall is furnished with twin-sized beds, desks, chairs, dressers, closets, a floor lamp or ceiling light, and draperies. Students are expected to supply their own study lamps, blankets, bedspreads, bed linen, towels, pillows, and other personal items. Included with the housing information packet and available on the Residence Life Web page is a "packing guide" that outlines other recommended items to bring or not to bring to campus. Washing machines and dryers are available in each residence hall, and are free for all residential students. Vending machines are located in each hall with the exception of Alumni Hall. All residence halls are smoke-free.

Room and board are contracted for two semesters except for seniors graduating at mid-year or students leaving for affiliations/internships. All freshmen are required to live in College residence for their first two years, unless residing with their parent or legal guardian. Once students are accepted, they can access the housing agreement and student information form on the Residence

Life Web page at www.utica.edu/reslife, where they can complete and submit both forms to the Office of Residence Life. Housing assignments are generally made prior to new students' arrival on campus, and the name(s) and contact information for the assigned roommate(s) are e-mailed to students' UC e-mail account in early August.

Students who live in the residence halls are required to contract for both room and a residential meal plan. Charges are payable before the room can be occupied. Room charges and meal plan costs are listed in the "Schedule of Tuition, Fees, and Deposits" section of this catalog.

The College reserves all rights concerning assignment of rooms, termination of occupancy, and the alteration of charges when necessary. New students' rooms are assigned by the assistant director of residence life in the order in which housing contracts are received after students have been officially admitted to the College. Married student housing or housing for UC students' children is not available.

All resident students have specially designated free 24-hour parking on campus while school is in session. Resident students must register vehicles at the Office of Campus Safety, and abide by posted and written vehicle guidelines.

It is understood that willful damage or mutilation of residence hall facilities or any act or acts that could put the safety or security of other students living in the residence hall in jeopardy will carry severe penalties, not excluding dismissal from the College.

HOUSING POLICY

UC's goal is to offer students diversity in housing while maintaining the College's resident student population at a level that permits UC to maximize student services. The following housing policies have been adopted to achieve that aim. Under normal circumstances, these policies will be respected in the assignment of residence hall space:

1. Housing assignments for returning residential students are processed on a seniority basis by academic class standing, as well as on their academic performance and disciplinary history. A \$200 room deposit is required prior to the room selection process. The schedule for housing is established by the Office of Residence Life including deadlines for deposits. All returning residential students may apply for housing during the spring semester provided their room deposits have been paid. See the "Schedule of Tuition, Fees, and Deposits" section of this catalog for room charges.
2. Returning students may apply in groups for rooms in Tower, Bell, Burrstone, Alumni or Boehlert Hall. Selection for Alumni Hall, Boehlert Hall, Tower Hall, and Bell Hall is based not only on seniority, but also on academic performance and disciplinary history. A limited number of single rooms are available in Tower, Bell, North and South Halls. Rooms in Burrstone House are assigned primarily to two students. Each of these accommodations will be assigned according to the current housing selec-

- tion guidelines. Double occupancy rooms are the most common housing accommodations available at Utica College.
3. When a vacancy occurs in an apartment, in a suite, or in a double room, a student has the following options:
 - the Office of Residence Life will assist the student in finding a compatible roommate to fill the vacancy; or
 - the student may move voluntarily to another room to fill an existing vacancy; or
 - the student may be moved by the Office of Residence Life to another room to fill an existing vacancy; or
 - the student may pay the additional costs to lease the room as a double-single for the remainder of the semester (if space is not needed).
 4. Exceptions to the above procedures may be granted by the director of residence life.
 5. Students desiring to withdraw from the College's student housing need to request permission from the director of residence life. Students who will be departing the College, or leaving student housing for an approved internship, affiliation, or study abroad must notify the Office of Residence Life before the end of the prior semester. Students who reside on campus beyond the second week remain responsible for the payment of all housing charges until the end of the occupancy term. Charges for board will be on a pro-rated basis through the ninth week of each semester. Requests to withdraw must be given not less than seven days prior to the intended withdrawal date. Housing agreements are binding for an entire academic year. Exceptions are granted by the director of residence life.

CONDUCT

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

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

If a student is charged with violating the Code of Student Conduct, that student will have charges addressed through the student conduct process. It is Utica College's policy under ordinary circumstances that, pending disciplinary action, the status of students will not be altered or their rights to be present on campus and to attend classes suspended. However, the College reserves the right to immediately alter a student's status and deny access to campus whenever it is deemed necessary for reasons relating to the student's physi-

cal or emotional safety and well-being, or for reasons relating to the safety of students, faculty, staff, or property. In such cases, students may be suspended pending action through the student conduct process.

CAMPUS SAFETY

The Office of Campus Safety is dedicated to creating a safe environment for Utica College's students, employees, and guests. Safety officers are responsible for maintaining order and safety both within campus buildings and throughout the campus grounds, and for providing protection from theft, misuse, and vandalism for personal and campus property.

Safety officers are also responsible for enforcing the College's safety rules and regulations. Officers conduct themselves with the highest degree of professionalism, and are committed to maintaining good campus and community relations.

The staff at UC believes that an informed public is a safety-conscious public. Each year the Office of Campus Safety publishes and distributes to the campus community a safety awareness brochure that contains campus safety policies and resources as well as statistics on campus crime required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. To view a copy of this publication, visit www.utica.edu/safety.

Upon request, the Advisory Committee on Campus Safety will provide all campus crime statistics as reported to the United States Department of Education. The College contact authorized to provide these statistics for Utica College is the dean of students, who can be reached at (315) 792-3100. Any person requesting campus crime statistics will be provided a hard copy, by mail, of information required under 20 USC §1092 (f) within 10 days of the request. The United States Department of Education's website address for campus crime statistics is <http://www.ope.ed.gov/security>.

STUDENT HEALTH CENTER

The Student Health Center is located on the second floor of Strebel Student Center. When college is in session during the fall and spring semesters, all registered full- and part-time students are eligible to receive medical care at the Student Health Center. Service is free unless otherwise noted. In order to receive services, the student must turn in a completed health form and immunization records. The Student Health Center provides medical care for students with acute short-term illnesses. If medical care is needed after hours, there are three urgent care centers and two local hospitals in the immediate area. The cost of these services is the responsibility of the student.

The Student Health Center is open Monday thru Friday from 8:00 a.m. to 5:00 p.m. during the academic year. All student records are confidential. No information will be released to anyone, including parents or legal guardians, without a signed release from the student.

HEALTH INSURANCE

All full-time graduate and undergraduate students must carry health insurance. Utica College offers a health insurance plan for students who do not have health insurance. All full-time students are charged for the insurance plan. Students with comparable health insurance coverage may go online and complete a waiver each year to have the charge removed. Information on the student health insurance is available at the Student Health Center at (315) 792-3094.

IMMUNIZATION REQUIREMENTS

All full- and part-time graduate and undergraduate students must comply with New York State Public Health Law #2165 and #2167, including students who have residencies or take classes on campus. Students must provide the Student Health Center with proof of immunization for Measles, Mumps, and Rubella or proof of immunity as demonstrated by positive titers for Measles, Mumps, and Rubella. All students must show proof of vaccination against meningitis or sign a waiver form declining the vaccination. The immunization form is the last page of the health form. Students have 30 days from the start of classes to comply with this law, failure to comply will result in the students' registration being dropped and the student will be barred from attendance in classes. Call the Student Health Center at (315) 792-3094 for more information.

CAREER SERVICES

The Office of Career Services assists students with the selection and pursuit of a career based on a full appreciation of their interests and potential. Services are available to all students and alumni within five years of graduation. The office provides career counseling to help students gain a better understanding of themselves, and to successfully relate their aptitudes and interests to the world of work.

The office establishes and maintains contact with recruiters from many fields, including business, healthcare, law enforcement and human services in addition to local, state, and federal governments. Staff members are available to help students with all aspects of the career development process so that they may effectively present their qualifications to prospective employers and/or graduate and professional programs.

Off-Campus Employment

Employment opportunities are posted on the Career Services online job board, which is accessible through the Career Services website at www.utica.edu/careerservices.

Graduate and Professional Study Planning and Counseling

Career Services provides individual counseling and assistance for all students regarding graduate and professional studies. The office maintains graduate school guidebooks for tests including the GMAT (Graduate Management Admission Test), GRE (Graduate Record Exam), LSAT (Law School Admission Test), and MCAT (Medical School Admissions Test).

UTICA COLLEGE ALUMNI ASSOCIATION

Graduates of Utica College automatically become members of the Utica College Alumni Association upon Commencement. Students who have completed 60 hours at the College and whose class has graduated are considered members. The Association is governed by the National Alumni Council (NAC). The alumni members of the NAC have distinguished themselves through their professional or community work and their service to Utica College. NAC members assist with services and activities for alumni and students, including: alumni regional events, volunteer events, the annual Homecoming Weekend, student/alumni events, and alumni awards. Other volunteer opportunities in which graduates may become involved include the Utica College Admission Network (UCAN), the Pioneer Career Network, career and networking events, and the Annual Fund campaign. The *Pioneer*, Utica College's alumni magazine, is sent to all alumni to keep them informed about the Utica College community.

The Office of Alumni and Parent Relations is located in Champlin House.

ATHLETIC ACTIVITIES AND FACILITIES

Intercollegiate Athletics

The College sponsors men's varsity teams in soccer, football, basketball, cross country, swimming and diving, ice hockey, lacrosse, baseball, tennis, and track and field. Women's varsity teams compete in cross country, field hockey, soccer, volleyball, tennis, basketball, swimming and diving, ice hockey, lacrosse, softball, water polo, and track and field. Varsity golf is open to both men and women.

Utica College is a member of the Empire 8 athletic conference along with conference rivals Hartwick, Ithaca, Elmira, Alfred, St. John Fisher, Nazareth, Stevens, and Houghton. UC teams also compete against other regional non-conference opponents as scheduling allows. UC is a member of Division III of the National Collegiate Athletic Association (NCAA), and the Eastern College Athletic Conference (ECAC), providing post-season tournament opportunities for teams that qualify.

Intramural/Club Sports

The intramural sports program is an integral part of the total educational environment. It includes programs in flag football, basketball, volleyball, floor hockey, softball, indoor soccer, racquetball, bowling, tennis, wallyball, table tennis, wiffleball, and 8-ball pool.

Club sports teams in fencing, cheerleading, dance, karate, and water polo provide additional opportunities for students to participate in athletic activities.

Facilities

All indoor and outdoor recreational facilities are available to all students throughout the academic year. Indoor facilities in the Harold Thomas Clark Jr. Athletic Center include:

- a large gymnasium with two full-length basketball courts and a main court;
- racquetball courts;
- a 25-yard by 25-meter swimming pool;
- saunas in the men's and women's locker rooms;
- Gary M. Kunath Fitness Center;
- dance room for aerobics, modern dance and exercise;
- an all-purpose classroom.

Outdoor facilities include:

- The Charles A. Gaetano stadium, a multi-sport stadium with artificial turf and seating for 1,200;
- tennis courts and a sand volleyball court;
- fields for soccer, lacrosse, flag football, and volleyball;
- softball and baseball diamonds.

Utica College plays its men's and women's hockey games at the nearby Utica Memorial Auditorium.

Selected facilities can be reserved for use by a group or an organization. To make a reservation, contact the director of physical education and athletics.

Hours for gym facilities during the academic year are as follows:

- The gym and weight rooms are open from 7:00 a.m. to 11:00 p.m., Monday through Friday, and 10:00 a.m. to 10:00 p.m., Saturday through Sunday, unless classes, events, or team practices are scheduled.
- The pool is open from noon to 3:30 p.m., Monday through Friday; 7:00 p.m. to 9:00 p.m., Tuesday, Wednesday, and Thursday; and 1:00 p.m. to 4:00 p.m. on alternate Saturdays and Sundays, unless it is reserved for other activities. Pool hours may vary for holidays and athletic events.

Gym lockers are available to all students on a space available basis for the entire academic year. A \$5 deposit is required for each locker assignment. The student will receive a College lock to place on the locker and a towel for personal use. The towel must be returned each time to receive a clean towel. To obtain a locker assignment, go to the Athletic Office in the Harold Thomas Clark Jr. Athletic Center.

Philosophy for Utica College Athletic Department

1. The Athletic Department supports the College's academic mission by insisting on academic success to be eligible for participation in athletics. Athletics supports the Utica College mission to "create a community of learners with diverse experiences and perspectives..." Athletics enhance the liberal education of men and women by exposing them to cultural, ethnic, and individual differences. Student athletes learn to appreciate diversity in an environment of equality and mutual respect.
2. The Athletic Department supports the College's mission of "encouraging lifelong learning, and ... promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning." Participation in athletics at Utica College gives student athletes opportunities for positive and realistic self-appraisal. The student athlete learns citizenship and ethics, develops social skills and leadership potential, and gains a stronger sense of independence.
3. The athletic program enriches the life of the campus and enhances the sense of community.
4. Intercollegiate sports participation is encouraged for as many students as possible.
5. The Athletic Department strives for broad participation through intercollegiate, club, and intramural sports. The department also emphasizes competitive excellence, sportsmanship, and positive attitudes.
6. The majority of scheduling is conducted with other Division III colleges in the Empire 8 Conference (Alfred, Hartwick, RIT, Nazareth, St. John Fisher, Stevens, Ithaca, and Elmira) as well as non-conference opponents in Utica College's geographic area.
7. Appropriate facilities, competent coaches, and competitive schedules are available to Utica College student athletes to assist them in reaching their athletic potential.
8. Emphasis is given to in-season competition; however, teams and individuals are encouraged and supported through post-season championships.
9. The athletic program is controlled, financed, and staffed through the same general procedures as other departments of the College.
10. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports.

CULTURAL ACTIVITIES

The Edith Langley Barrett Fine Art Gallery, located in the Library Concourse, offers exhibits featuring original works of visual art in the areas of drawing, painting, printmaking, sculpture, ceramics, graphic design, mixed media, art photography, book arts, fiber arts, installation art, and ethnological/historical/cultural exhibits. The gallery serves individual artists and small professional artist groups within central New York, as well as Utica College students, visiting artists, and local school students and teachers.

The Micro-Art Gallery, located in Strebel Student Center, provides the Utica College community with an opportunity to exhibit original works of art, works in progress, part of their art collections, or other displays of interest to the College community.

FILM@UC is a weekly film series – sometimes thematic, sometimes eclectic – that challenges our assumptions about and enhances our appreciation of motion pictures. FILM@UC presents critically acclaimed independent, foreign language, experimental, and classic films throughout the semester, and regularly features distinguished filmmakers discussing and showing their work. Events take place in Macfarlane Auditorium and are free of charge. Students, faculty, staff, and the public are welcome to attend.

The Utica College Theatre Department presents two major productions each year. All full-time students are eligible to participate in theatre activities including acting, costume, make-up, set construction, painting, and lighting. (Academic credit may be received.)

The Professor Harry F. and Mary Ruth Jackson Lunch Hour Series presents a series of musical and literary programs each semester. Performances are given in the Library Concourse. All programs are free of charge and are open to students, faculty, staff, and the public.

The Nexus Seminar Series, a set of presentations by the College's faculty describing their research and scholarly pursuits, provides an opportunity for participants to explore new findings and viewpoints and share ideas among faculty, students, and the local community. The series is free and open to the public.

GeoTalk lectures provide opportunities to learn about world geography in an interesting way. The series is free and open to the public.

RELIGIOUS ACTIVITIES AND ORGANIZATIONS

Utica College respects and protects each student's freedom to worship and to affiliate with religious organizations. A number of campus organizations offer a variety of religious activities and services to students.

The Jewish Student Union

This group seeks to make the Jewish religion and its cultural values vital and relevant to the Utica College community.

The Newman Community

The Newman Community is the Catholic Church on campus with a chaplain appointed by the Syracuse diocese. Newman provides liturgical worship, cultural and educational activities, human development programs with community involvement, personal counseling preparation, and religious services. The Newman Community has a center on campus adjacent to Alumni Hall with facilities for Saturday and Sunday worship, a meditation chapel, a library, and a meeting room. The Newman Center is open to all students regardless of their religious affiliation, and it is available to campus organizations for a variety of activities. All students are welcome to be a part of Newman Center programs and participate in its activities.

University Church

University Church members describe their group as one that is designed to serve and love their community the way Jesus told them to.

Young Believers Christian Fellowship

The mission of Young Believers is to ensure that everyone has a great and intimate relationship with God. Values include intensive prayer, Bible discussion, obedience to the word of God, and commitment and dedication to the work of God.

CAMPUS DINING SERVICES

The Office of Campus Dining Services operates six different locations on the Utica College campus. The Strebel Dining Commons, Pioneer Pub and Subway are located in the Strebel Student Center. Le Bistro is located in the Gordon Science Center, Common Grounds in the Gannett Library, and Trax Snax in North Hall.

Five residential dining plans are available:

Platinum Plan* - unlimited dining in Strebel Dining Commons plus \$200 of Declining Balance per semester **

Gold Plan* - unlimited dining in Strebel Dining Commons plus \$100 of Declining Balance per semester**

120 Block Plan – any 120 meals in Strebel Dining Commons plus \$200 of Declining Balance per semester

10 Rollover Plan*** - 10 meals per week in Strebel Dining Commons plus \$200 of Declining Balance per semester

7 Rollover Plan*** – 7 meals per week at Strebel Dining Commons, plus \$250 of Declining Balance per semester

In addition, several plans are available for commuter students. For more information contact the Office of Campus Dining Services at (315) 792-3178.

The last day to change a meal plan is the last day of add/drop each semester.

The office also offers special services including: catered events; bag lunches; a birthday service complete with a personalized cake, plates, and forks; picnics for groups of 40 or more; meals for ill students; and the preparation of doctor-approved special diets. Some of these services require a fee and/or advance notice; students interested in a particular service should contact the Campus Dining Services office for further information.

* First semester freshmen are required to be on one of the unlimited plans (either the Platinum or Gold Plan).

** Declining Balance is accepted like cash at any of the Campus Dining Services locations. It works on the same principle as a debit card. As purchases are made on campus, the total amount of your purchase is subtracted from your balance. You can add additional Declining Balance at any time through the Office of Campus Dining Services.

***Unused meals rollover each week but not to the next semester.

STUDENT ACTIVITIES

Utica College recognizes that much of the learning students experience on campus takes place informally, outside the classroom. For this reason, the College offers a wide range of cocurricular activities. By participating in campus governing bodies and policy-making groups; intramural or intercollegiate athletics; social groups and clubs; formal and informal performing groups; and special interest clubs of all kinds, students can meet and learn to work with many types of people while finding out what their own capabilities and interests are.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities provides student ID cards, organizes campus-wide programming, often sells discounted tickets to local attractions, and maintains a list of interest and affinity groups created by students for students. Three significant student governance bodies, the Student Senate, Inter-Greek Council, and UC Programming Board, are also advised by Student Activities staff members.

GOVERNING BODIES AND ACTIVITIES

The Student Senate is the voice of the Utica College student body. Every Spring there are elections for the executive officers of the Senate. In September there are elections for senate representatives from the classes, academic divisions, and living areas. Every full-time undergraduate student pays the student activities fee which is governed by the Student Senate. The Student Senate helps keep Utica College responsive to student needs and concerns.

The Finance Committee hears budget requests from student organizations and recommends to the Student Senate appropriations for programs and activities.

The Classes each elect officers. The Classes sponsor a variety of social, recreational, and educational activities throughout the year.

The Inter-Greek Council serves as the governing body for the fraternity and sorority system.

The Residence Hall Conduct Board is a student hearing board and an integral part of the student disciplinary system. Its purpose is to reinforce behavioral expectations of the Utica College community and to do so fairly and consistently. The RHCB serves the College residential community by assuming responsibility for determining if a violation of the Code of Student Conduct has occurred in the residence halls and by imposing sanctions when appropriate.

All residential students have the opportunity to become active members of the **Residence Hall Association**. The purpose of this council is to bring residents together and promote a positive residential community. It is a forum for residents to exchange ideas about programming, develop leadership skills, engage in community service, and work together in an effort to further improve the quality of life in the residence halls.

The Social Cultural Committee is comprised of students, faculty members, and professional and support staff. Emphasis in programming is placed on enhancing the educational and cultural climate of the campus. The committee is also responsible for soliciting ideas for the yearly campus theme, and organizing and supporting programming related to that theme.

The Programming Board is the programming arm of the Student Senate. The Board plans and implements a wide variety of social and cultural activities. Much of the work is done by students, planning comedy performances, films, lectures, concerts, coffeehouses, and special events.

STUDENT CLUBS AND ORGANIZATIONS

There are a wide variety of student clubs and organizations available for students to participate in. Groups that are currently active are listed below, grouped by areas of interest. While groups that are formally recognized by the College change on a regular basis, the most complete listing of student organizations, their descriptions, and contact information may be found at pioneer-place.utica.edu.

Hazing in New York state is against the law and violates the Code of Student Conduct and hazing policy at Utica College. Hazing of any type is not tolerated.

Specifically, the law prohibits “acts which recklessly or intentionally endanger mental or physical health or involve the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.” Hazing is a violation of the law and Utica College policies whether or not participation in these acts is voluntary.

Academic, Major, and Career-Related Clubs

Accounting Society
Chem Club – UC Student Affiliates of the American Chemical Society (UC-SAACS)
Asa Gray Biological Society
Cyber Patriots
Harold Frederic English Society
Health Studies Student Society
Herodotus History Club
Honors Association of Utica College
James Sherman Society
Math Club of Utica College
Organization of Justice Studies
Physical Therapy Society
Pioneer Builders
Pre-Law Society
Psychology-Child Life Society
Psychology Society
Public Relations Student Society of America (PRSSA) Student Occupational Therapy Association (SOTA)
Student Nursing Association
Therapeutic Recreation Society
UC Teach

Honorary Societies

Alpha Phi Sigma – Criminal Justice Honor Society
Gamma Iota Sigma - Professional Risk Management and Insurance Fraternity
Lambda Pi Eta
Phi Alpha Theta
Pi Sigma Alpha

Cultural Organizations

Africa in Motion (AIM)
Angelic Voices of Unity Gospel Choir
Asian Student Union (ASU)
Black Student Union (BSU)
Caribbean Connection
Fuerza Latina
International Students Club
Prestige Step Team
W.I.N.D. (Women in a New Direction)

Political/Social Consciousness Organizations

Amnesty International
Anthropology and Sociology Club (Culture Crewe)
Autism Awareness

Circle K
Disability and Disorder Society
Military Supporters of Utica College
Open Moments
UC Optimist Club
UC P.R.I.D.E (People Respecting Intimacy and Diversity Everywhere)
V-Day at UC
K. Della Ferguson Womyn's Resource Center

Recreational Clubs

Dance Team of Utica College
Gaming Club
League of Extraordinary Nerds
Outing Club
Strategic Gaming and Anime Club
UC Arts Club

Religious Activities and Organizations

The Jewish Student Union
The Newman Community
University Church
Young Believers Christian Fellowship

FRATERNITIES AND SORORITIES

Fraternities

Alpha Phi Delta
Lambda Sigma Upsilon
Phi Beta Sigma
Phi Iota Alpha
Tau Kappa Epsilon

Sororities

Chi Beta Sigma
Omega Phi Beta
Phi Sigma Sigma
Theta Phi Alpha

MEDIA

Ampersand is the campus literary magazine. Students are invited to submit their poetry, artwork, photography, and short stories. It is published once a year.

The Legacy is the Utica College yearbook. Students are needed to help with photography, layout, writing, proofreading, and artwork.

The Tangerine is the student-produced weekly newspaper. There are many opportunities for students to participate in both the editorial and advertising areas. Students of all majors are welcome to interview for staff positions as writers, editors, layout designers, reviewers, and photographers, and in advertising sales.

UCTV is a co-curricular student organization that writes, produces, and edits public service announcements (PSA) promoting the College's majors, minors, departments, and other student organizations. UCTV is open to all majors, and can be taken up to four times for credit. This organization is designed to teach all students what it takes to produce a quality PSA or commercial as well as help stream College events, such as Commencement, on the College website.

WPNR-FM, the Utica College radio station, is a student-run, fully operational, non-commercial, educational facility. The station's two studios and administrative offices are located on the second floor of the Strelbel Student Center. WPNR-FM, 90.7, broadcasts to the greater Utica area on a regular schedule during the academic year. Students serve as managers, directors, and disc jockeys. Programming is varied and includes music, sports, and special-interest shows. UC students can apply for all positions on the staff.

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.

Admission to Utica College is selective and each applicant receives individual consideration. Prospective undergraduate students are required to submit a completed application form, high school or college transcripts, a personal essay, an application fee or a request for fee waiver, and a counselor or teacher recommendation. The admissions committee prefers to receive SAT I or ACT scores, but they are required only for freshmen applying to the physical therapy program, the occupational therapy program, the nursing program, joint health professions programs, the Higher Education Opportunity Program (HEOP), or for academic scholarships. 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; 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 admiss@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.

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, and academic scholarships complete their applications by January 15. For those applying to the nursing program, there is a preferred deadline of February 15. For those applying to the Higher Education Opportunity Program (HEOP), the application deadline is March 1.

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 director of admissions.* A non-refundable tuition deposit (\$200) 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.

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

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.

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, 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 Director of 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 for the 2013-14 academic year is \$32,280 a year, payable on the basis of \$16,140 per semester, plus a student activities fee of \$60, a technology fee of \$100 and a health and safety fee of \$100 per term. In addition, there is a fee of \$50 per term for each laboratory science course (\$100 for Gross Anatomy) and for occupational therapy laboratory courses. In the face of rising costs, charges will be subject to change. Students should add at least \$1,288 to their annual college budget for books and supplies. Winter Session and Summer Session fees and credits are published in their respective course schedules.

Undergraduate online students and Accelerated Second Degree in Nursing (ASDN) students should consult the Utica College website for online program tuition and fee charges.

Students who plan to live in the residence halls should budget \$11,934 per school year for a double room in North or South Hall. A single room in North or South Hall is \$12,528. A double room in Burrstone House is \$11,966 and \$12,172 in Alumni Hall. A single room in Boehlert Hall, Tower Hall, or Bell Hall is \$12,954 and a double room is \$12,418. These rates include the Gold Plan in the College dining hall; \$200 may be deducted from these rates for students selecting the 7-meal plan. See "Schedule of Tuition, Fees, and Deposits."

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 \$1,076 per credit hour.

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 the rate of \$1,076 per credit hour.

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.

Undergraduate online students should refer to the Utica College website (utica.edu/oes/tuitionandfees.cfm) for specific program rates.

Please be aware that there is no per-credit rate for ASDN students. Consult the website for applicable tuition and fees.

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

Full-time, on-ground Tuition (per year)	\$32,280
Student Activity Fee (per year)	120
Technology Fee (per year)	200

Health and Safety Fee (per year)	200
Excess Credit Tuition (per credit hour)	1,076
Part-time Tuition for matriculated student (per credit hour, less than 12 hours)	1,076

*Tuition that differs from undergraduate on-ground available online.

One-Time Fees

Application Fee (new students only)	\$40
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Academic Service Fees

Technology Fee – per semester (students enrolled for 12 or more hours)	\$100
(students enrolled in less than 12 hours)	50
Film Course Fee	50
Laboratory Fee* (per course for laboratory science, and occupational therapy laboratory, studio, and workshop courses)	50
Gross Anatomy Laboratory Fee (Biology 201, Physical Therapy 201)	100
Graduation Fee	55
Distance Learning Support Services – per course (full-time and part-time students)	60

Administrative Service Fees

Affiliation Change Fee	\$60
Health and Safety Fee (per semester) (students enrolled for 12 or more hours)	100
Payment Plan Enrollment Fee for on-ground students (per semester) ..	75
Late Payment Fee: for online students	50
Transcript Fee	5
Lifetime Transcript Fee (optional)	50
Insufficient Funds Check Fee (per return by bank)	30

Deposits

Accepted Candidate Deposit For New Students (all students) (Non-refundable after May 1 for on-ground students)	\$ 200
Room Deposit For New Resident Students (Non-refundable after July 15)	100
Room Deposit For Returning Resident Students	200
Deferred Enrollment Deposit (non-refundable)	200
Gymnasium Locker Deposit	5

All fees and deposits listed above are for the 2013 – 2014 academic year.

*Except Gross Anatomy (see separate listing)

SCHEDULE OF ROOM AND BOARD CHARGES

ROOM ACCOMMODATION	ROOM & BOARD PLATINUM PLAN (unlimited access & 200 bonus dollars per term)		ROOM & BOARD GOLD PLAN (unlimited access & 100 bonus dollars per term)		ROOM & BOARD 10-MEAL PLAN & 140-BLOCK PLANS (200 bonus dollars per term respectively)		ROOM & BOARD 7 BLOCK PLANS (300 bonus dollars per term)	
	YEAR	TERM	YEAR	TERM	YEAR	TERM	YEAR	TERM
	North & South Halls							
Double	\$ 12,134	\$6,067	\$11,934	\$5,967	\$11,934	\$5,967	\$11,734	\$5,867
Triple (see note)	\$ 10,848	\$5,424	\$10,648	\$5,324	\$10,648	\$5,324	\$10,448	\$5,224
Single	\$ 12,728	\$6,364	\$12,528	\$6,264	\$12,528	\$6,264	\$12,328	\$6,164
Single/Double, if available	\$ 13,658	\$6,829	\$13,458	\$6,729	\$13,458	\$6,729	\$13,258	\$6,629
Alumni Hall								
Double	\$ 12,372	\$6,186	\$12,172	\$6,086	\$12,172	\$6,086	\$11,972	\$5,986
Triple (see note)	\$ 11,058	\$5,529	\$10,858	\$5,429	\$10,858	\$5,429	\$10,658	\$5,329
Single/Double, if available	\$ 13,968	\$6,984	\$13,768	\$6,884	\$13,768	\$6,884	\$13,568	\$6,784
Burrstone House								
Double	\$ 12,166	\$6,083	\$11,966	\$5,983	\$11,966	\$5,983	\$11,766	\$5,883
Triple (see note)	\$ 10,898	\$5,449	\$10,698	\$5,349	\$10,698	\$5,349	\$10,498	\$5,249
Single/Double, if available	\$ 13,752	\$6,876	\$13,552	\$6,776	\$13,552	\$6,776	\$13,352	\$6,676
Boehlert, Tower & Bell Halls								
Double	\$ 12,618	\$6,309	\$12,418	\$6,209	\$12,418	\$6,209	\$12,218	\$6,109
Triple (see note)	\$ 11,254	\$5,627	\$11,054	\$5,527	\$11,054	\$5,527	\$10,854	\$5,427
Single	\$ 13,154	\$6,577	\$12,954	\$6,477	\$12,954	\$6,477	\$12,754	\$6,377
Single/Double, if available	\$ 14,318	\$7,159	\$14,118	\$7,059	\$14,118	\$7,059	\$13,918	\$6,959

NOTE: Tripling may occasionally be necessary due to space constraints. On those occasions, the triple room rate reflects a twenty-percent discount from the double room rate for the respective Residence Hall. The double room rate will apply for students electing to remain in a triple room when double rooms become available.

FINANCIAL AID

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.

- 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 3.4% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 academic year).

Direct unsubsidized:

- The interest rate for a Federal Direct Unsubsidized Loan is fixed at 6.8% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 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.

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
- 7.9% fixed interest rate
- An origination fee of 4.204% 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 \$5,645 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 \$5,000. 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.

- 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

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- The interest rate for a Federal Direct Unsubsidized Loan is fixed at 6.8% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 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.

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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
- 7.9% fixed interest rate
- An origination fee of 4.204% 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

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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 \$5,000. 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.

- 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 3.4% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 academic year).

Direct unsubsidized:

- The interest rate for a Federal Direct Unsubsidized Loan is fixed at 6.8% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 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.

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
- 7.9% fixed interest rate
- An origination fee of 4.204% 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 Web site (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 Web site (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

Application Procedure. A special application must be filed with the New York State Higher Education Services Corporation (HESC), Albany, NY 12255. File application after January 1, 2011 for 2011 – 2012 year.

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

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.

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.

- 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 bor-

rower'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 2013 – 2014

1. Students must file the 2013 – 2014 FAFSA (online method preferred) so it is received on or before February 15, 2013, 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.

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.

Year	1	2	3	4	5	6
Number of hours to be completed successfully	20	40	60	80	100	120
Cumulative GPA	1.4	2.0	2.0	2.0	2.0	2.0

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 3rd 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 3rd 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

6.8% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 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.

- **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
- 7.9% fixed interest rate
- An origination fee of 4.204% 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 6.8% for 2012-2013 (subject to change on July 1, 2013 for the 2013-2014 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.

- 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
- 7.9% fixed interest rate
- An origination fee of 4.204% 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

ANNUAL COST OF ATTENDANCE 2013-2014

For tuition, room, board, and other fees, see the Student Financial Services web site at www.utica.edu/enrollment/

NET PRICE CALCULATOR

Utica College's Net Price Calculator is a tool is 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>



SCHOLARSHIPS, GRANTS, AND AWARDS

COLLEGE SCHOLARSHIPS

College scholarships are offered to full-time freshmen upon admission to the College. Awards are made on the basis of academic and personal achievements. (Special restrictions apply to dependent scholarships. Please contact the Office of Student Financial Services.) College scholarships include:

Pinnacle Scholarship

These scholarships are presented to students who have achieved the pinnacle of academic achievement and community service. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Leadership Scholarship

These awards are based on academic achievement and demonstrated leadership within school and community. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Utica College President's Scholarship

These awards are based on the highest academic achievement and community service. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Thomas J. Cahill Jr. Presidential Scholarship

This scholarship is funded through the generosity of Thomas J. Cahill Jr. '49. To qualify, a student must maintain a 3.0 average and demonstrate financial need.

Reverend Dr. Martin Luther King Jr. Memorial Scholarship

This four-year scholarship was established in memory of Dr. Martin Luther King Jr. Scholarships are awarded yearly to entering African-American freshmen who have shown academic achievement, leadership commitment to civil rights, and future promise. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Founder's Scholarship

These awards are based on high academic achievement and an ability to contribute to the Utica College community. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Utica College Achievement Awards

These awards are based on personal and academic achievement and ability to contribute to the College community. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Transfer Achievement Awards

These awards are for transfer students who have completed, and will transfer, a minimum of 30 hours of college work. A 2.5 GPA or better is required for eligibility and renewal. Awards vary based on academic ability and special achievement.

My Turn Scholarship

The My Turn Scholarship shall be awarded to full-time students who are the parents of alumni of Utica College or of current Utica College students. This scholarship has the value of one-half tuition. Application forms are available through the Office of Student Financial Services.

Senior Citizen Award

Senior citizens who are alumni, former Foundation Board members, former trustees, and retired employees may take courses for credit and free of charge. Other senior citizens within the community may take up to two courses per semester for credit for one-third tuition, or they may audit the course for free. Special consideration based upon need may be made by the president of the College. Senior citizens are defined as individuals age 65 and older.

Mary S. Kramer '88 Senior Citizens Enrichment Program

Through the generosity of Mary S. Kramer '88, a Senior Citizens Enrichment Program Fund has been established for eligible senior citizens to take College classes at no cost to them. To be eligible an individual must be age 65 or older and a non-matriculated student. Qualified individuals may

enroll in undergraduate or graduate courses, including online courses, which are not at capacity. The College does have the discretion to allow enrollment into classes that are at capacity. Interested individuals should contact the Office of the Registrar for further information or to enroll.

Olive S. Quackenbush Scholarship

This scholarship is funded through the generosity of The Estate of Olive Quackenbush. Eligible students must be from the greater Utica area with a demonstrated financial need.

Herman Crown Scholarship

The Herman Crown Scholarship shall be awarded to accounting students with financial need.

ENDOWED SCHOLARSHIPS

Endowed scholarships have been established at Utica College by alumni, friends of the College, and organizations for the purpose of permanently providing support to deserving and/or outstanding students. Criteria for receiving named scholarships vary, but most funds require a demonstration of academic achievement and/or financial need. Applicants should refer to the “Financial Aid” section of this catalog for procedures for applying and accepting aid. Endowed scholarships include:

Ruth E. Abeling Memorial Scholarship

Financial assistance awards from this fund, established in memory of Ruth E. Abeling '88 by her many friends, shall be made to deserving full-time students majoring in occupational therapy who demonstrate academic merit and financial need. Preference will be given, but is not limited to, an adult female student who is resuming her education. Students shall be selected by the Office of Student Financial Services.

Adirondack Bank Scholarship

This scholarship, established by Adirondack Bank, is awarded to students from Central New York, specifically but not limited to, the areas where Adirondack Bank conducts business.

Paul Gregory Albanese Medical Scholarship

This scholarship was established in memory of Paul Gregory Albanese. It is awarded to a junior or senior with a minimum 3.3 GPA who is a resident of Oneida County and has demonstrated an interest in attending medical school and practicing in Oneida County.

Dr. Raymond J. Albert Memorial Scholarship

Financial assistance awards from this fund, established by Monica Albert, in memory of her husband, Emeritus Professor Raymond J. Albert, are made to full-time students majoring in management or pre-law students majoring in other areas. Students should be of good character and serious about pursuing a college degree.

Carol L. Albrecht Memorial Scholarship

Established in memory of Carol L. Albrecht by her friends, this scholarship benefits full-time Utica College students from the most recent graduating class of Mohawk Central (Jarvis) High School who show academic merit and financial need.

Richard E. Alexander Sr. Scholarship

This award was established by the late Louise Alexander in memory of her husband. It is awarded to a needy student from the Utica area. Students shall be selected by the Office of Student Financial Services.

Jalil and Phillipine Altongy Scholarship

This scholarship was established by John F. Millett '52, D.D.S. It is awarded to a junior or senior majoring in management who exhibits outstanding character and shows future promise.

Joseph E. Altongy Scholarship

Established by Dr. John F. '52 and Margaret Altongy Millett, this scholarship will be awarded to a student from the state of Massachusetts who possesses high moral standards and is actively involved in school or community affairs.

Alumni Memorial Scholarship

The Office of Alumni and Parent Relations announces competition for this award in the College information day sheet and/or the College newspaper. Applications should be made according to announced procedures. Awards are based on merit, future promise, and service to the College.

American Association of University Professors-Utica College Chapter Scholarship

Established by faculty at Utica College, awards from this scholarship are made to a student in his/her junior year who demonstrates academic achievement and service to the College.

American Legion Whitestown Post #1113 Scholarship

Established by members of the Whitestown Post #1113 of the American Legion, this scholarship shall be awarded to a student from the town of Whitestown who shows academic promise and financial need.

Angelica Corporation Scholarship

Established by the Angelica Corporation, awards are made to students studying in a health care academic program and are based on academic achievement and financial need.

Asian Cultural Heritage Scholarship

This scholarship, established by John F. Millett '52, D.D.S., and Margaret A. Millett, is for a full-time student with an Asian-American heritage.

Albert Augustyn Family Scholarship

Established by Albert Augustyn, this scholarship is awarded to a deserving full-time UC student, majoring in biology, who demonstrates academic merit, maintains an acceptable grade-point average, and demonstrates financial need.

Drs. Roger and Eleanor Zuckerman '51 Baker Scholarship

Established by Drs. Roger and Eleanor Zuckerman '51 Baker, this scholarship shall be awarded to a full-time student who has earned at least a B in courses in art history and/or anthropology. Preference shall be given to a student who has completed a course in each area and who demonstrates financial need.

Frank N. and Victoria M. Fiore Balzano Scholarship

Established by Frank N. and Victoria M. Fiore Balzano, awards shall be made to full-time students with a GPA of at least 3.0. Preference will be given to students of Korean-American descent on the basis of academic merit and financial need.

Edward L. Bass Black Students Scholarship

This scholarship is the gift of Edward Bass, his friends, and colleagues. Awards are made to black undergraduate students based on scholarly merit.

Dr. Hossein Behforooz and Mrs. Forough Saba Scholarship

This scholarship, established by Dr. Hossein Behforooz, professor of mathematics at Utica College, is awarded to full-time UC students in their junior and senior years who are majoring in mathematics. Eligible students must have a 3.0 grade point average or higher and demonstrate financial need.

John C. Behrens Scholarship

Established by the Behrens family, Mrs. Dorothy M. and her late husband Charles H., and Professor Behrens' sister, Mrs. James Hietikko, honoring Professor John C. Behrens, founder of the Journalism Studies program, awards from this fund will be made to a print journalism junior who plans a career in newspaper or magazine journalism.

Donald G. '71 and Bernice F. '72 Benson Scholarship

This scholarship is awarded to an incoming Utica College freshman with a high school average between 70% and 80%, a demonstrated financial need, and an indication of promise and potential in an academic or professional field. Upon receiving this scholarship in their freshman year, should the student maintain a GPA of 2.0 or higher, they will be eligible to continue receiving this award each year until graduation from Utica College. Recipients shall be selected by the Office of Student Financial Services.

Black Alumni Association Scholarship

Established by alumni of Utica College, awards shall be made to students of black heritage as follows:

The Richard L. Frank Scholarship will be awarded to a black freshman student who does not qualify for HEOP. The student must demonstrate leadership potential.

The Dr. Leroy Wells Jr. Scholarship will be awarded to a junior or senior who demonstrates improvement over two consecutive semesters.

Black Cultural Heritage Scholarship

This scholarship, established by John F. Millett '52, D.D.S., and sponsored by Nu Psi Omega chapter of Alpha Kappa Alpha sorority, is awarded to a student of black heritage who demonstrates potential for academic success.

Honorable Sherwood L. Boehlert Scholarship

Established by alumni of Utica College and friends of Congressman Sherwood L. Boehlert '61, Utica College Trustee, this scholarship benefits students with academic promise and financial need.

Archmandrite Elias Boustany Scholarship

This scholarship was established by John F. Millett '52, D.D.S., and Margaret A. Millett in memory of Monsignor Boustany, the first pastor of Sacred Heart Armenian Catholic Church in Little Falls, New Jersey. Awards shall be made to an outstanding student with high moral standards from the state of New Jersey.

Louis N. Brando Memorial Scholarship

This award was established by the Brando family, in memory of Louis N. Brando, CPA, professor of accounting at Utica College. It is given to an accounting major who is a deserving student, has attained an average of 3.0, and demonstrates financial need.

Broadway Theatre League-Pearle S. Nathan Scholarship

This scholarship, established by the Broadway Theatre League in honor of their late President Emerita Pearle S. Nathan '59, is awarded to a student majoring in speech communication and dramatic arts with a concentration in

theatre. Recipient must have a 3.0 average or better. Preference shall be given to candidates from the greater Utica area.

Commander Harold C. and Mary Rorie Brown Scholarship

Established by Dr. Thomas G. and Civita A. Brown in honor of Dr. Brown's parents, financial assistance awards from this scholarship fund shall be made to deserving full-time students majoring in Arts and Sciences who demonstrate academic merit and financial need. Students shall be selected by the Office of Student Financial Services.

Roswell W. '50 and Doreen (Darrigrand) '50 Buckingham Scholarship

Established by Roswell W. '50 and Doreen '50 Buckingham, awards from this fund shall be made to an accepted full-time freshman student at Utica College who is a resident of the New Hartford School District, and a graduate of New Hartford Central School or Notre Dame High School in Utica. This scholarship may be renewable. The recipient must demonstrate academic promise, the desire to succeed, and be of good character.

Bull Family Scholarship

Established by the Bull family, awards from this fund shall be made to full-time students enrolled in the business program, with preference given to a student concentrating in business management. The dean for the Division of Social Sciences and Management shall select the recipient of the award based on a candidate's demonstrated academic merit and those traits that make him/her an asset both to his/her profession and community.

Bullock Family Scholarship

Established by Robert T. Bullock '69, Utica College Trustee, this scholarship is awarded to full-time Utica College students from the Utica/Rome/Mohawk Valley area majoring in business programs.

Leona S. Burger Memorial Scholarship

Established by the late Professor Harold Burger in memory of his wife, this scholarship is awarded to a student exhibiting an interest in pursuing a career in audiology and/or speech pathology.

Professor Thomas and Mrs. Marjorie Burke Scholarship

Financial assistance awards shall be made to a full-time student who has successfully completed six (6) credit hours of Math and has achieved at least a 3.0 GPA in these courses. The recipient shall be selected by the Office of Financial Aid.

John and Agnes Burke Scholarship

Established by Judith B. Gorman '64 in honor of her parents, awards from

this scholarship shall be made to students enrolled in the criminal justice or economic crime investigation major who show academic merit and financial need.

Randall D. Button Memorial Scholarship

Established by friends and business associates of Mr. Button, this scholarship is awarded to a full-time student majoring in management who demonstrates traits of perseverance, diligence, and high personal and ethical standards.

Thomas J. Cahill Jr. Academic Achievement Scholarship

Established by Thomas J. Cahill Jr., priority for this award shall be given to graduates of the Whitesboro School District who have demonstrated outstanding academic ability.

Calidonna Scholarship

Established by the Calidonna family, scholarship and financial assistance awards made from this fund shall be given to a hard-working student who demonstrates good character and shows financial need. Students shall be selected by the Office of Student Financial Services.

Joseph and Inez Carbone Scholarship

Established by founding Utica College Trustee Don Carbone in memory of his parents, this scholarship shall be awarded to a student from the greater Utica area. The recipient must demonstrate financial need and plan a career in business.

Frank A. Carchedi, CLU Memorial Scholarship

Established by friends and family, this award is given to an upper-class student majoring in management on the basis of academic merit and financial need.

Clarke-Cardamone Scholarship

This scholarship shall be awarded to promising students from the Mohawk Valley with a demonstrated financial need. Recipients will be eligible to receive the scholarship throughout their time at the College as long as they remain in good academic standing. Recipients shall be selected by the Office of Student Financial Services.

Joseph R. Carucci Scholarship

Established by Joseph R. Carucci, Utica College Trustee, awards from this fund will be made to students in any Utica College major who demonstrate financial need.

Dr. Mario '50 and Louise Columbro Caruso Scholarship

Established in memory of Dr. Mario Caruso '50, this scholarship shall be awarded to students who plan to enter the profession of dentistry. Preference shall be given to those who plan to attend the State University of New York College of Dentistry at Buffalo.

Peter and Edith Caruso Scholarship

Established by Dr. Thomas G. and Civita A. Brown in honor of Mrs. Brown's parents, awards from this fund will be made to deserving full-time students majoring in psychology-child life or in education who demonstrate academic merit and financial need.

Class of 1950 Scholarship

Established by members of the Class of 1950 at their 45th Reunion, this scholarship will benefit students of good character who show financial need.

Class of 1951 Scholarship

Established by members of the Class of 1951, financial assistance awards from the fund shall be made to a full-time student with a 3.0 average or better who demonstrates those traits that will make him/her an asset both to his/her profession and community. The Office of Student Financial Services shall select the recipient.

Class of 1952 Scholarship

This scholarship was established by members of the Class of 1952 at their 40th Reunion to honor the faculty and staff of Utica College who have had a positive influence on their lives. Awards shall be made to students of outstanding character who show academic promise.

Class of 1953 Scholarship

This scholarship will be awarded to deserving students based on financial need. Recipients shall be selected by the Office of Student Financial Services.

Class of 1959 Scholarship

Established by members of the Class of 1959, this scholarship will benefit students of good character who show financial need.

Leonard and Mildred Quaas Clemente Scholarship

Awards from this scholarship, which was established by John and Professor Emeritus Annette Dimon in honor of the 50th wedding anniversary of Professor Dimon's parents, are made to a junior or senior who has returned to school after 10 or more years since high school graduation. Selection shall be based on academic merit with preference given to accounting majors.

Daniel S. '57 and Theresa M. (Chieco) '62 Cohen Scholarship

Established by Daniel S. '57 and Theresa M. (Chieco) '62 Cohen, this scholarship shall be awarded to a student who ranks high in academic achievement and is a graduate of the Utica city School District. The recipient will be selected by the Office of Student Financial Services and shall be of outstanding character and demonstrate financial need.

Robert W. Coletti '52 Memorial Scholarship

Established by Debra Coletti Swider in memory of her father, awards from this scholarship shall be made to full-time students from the greater Utica area who enroll in the education program and are well rounded in all aspects of college life: academic, cultural, social, and athletic. The recipient shall maintain an average of 3.0 or higher and show financial need.

Gene and Ben Comora/Raymond Simon Institute Scholarship

This scholarship has been established by Owen Comora '53, former Utica College Trustee in honor of his parents, Mrs. Gene Comora and Mr. Ben Comora. Awards shall be made to full-time matriculated, undergraduate students majoring in public relations and/or journalism. The awards shall be granted to those students who have achieved academic excellence and who have demonstrated those professional and personal attributes and skills needed for success in the public relations and/or journalism fields.

Father Robert J. Conrad and Mrs. Ruth M. Conrad Scholarship

Established by an anonymous donor in honor of the 25th anniversary of Father Conrad's ordination and in memory of his mother, Ruth, this scholarship will be awarded to a student who demonstrates outstanding character and traits of caring, compassion, and service.

Richard J. Converse Scholarship

Established by friends and family, this scholarship is awarded to a student who has demonstrated an interest in peace and social justice in the central New York area, and who best exhibits the potential for commitment to his/her community as exemplified by the life of Richard J. Converse. A cumulative GPA of 3.0 or better is required.

J. Leo and Helen B. Coupe Scholarship

Established by family, the scholarship and financial assistance awards made from the J. Leo Coupe and Helen B. Coupe Scholarship Fund shall be made to deserving full-time students from the greater Utica area who demonstrate outstanding academic promise and who have demonstrated the potential for leadership. Students shall be selected by the Office of Admissions and can be awarded on a merit basis to attract such students to the College.

Walter A. Cragolin Memorial Scholarship

Established by family and friends, this scholarship, in memory of Utica College Professor Cragolin, is awarded to a construction management major on the basis of academic merit, future promise, and financial need.

Martha Bair and Virgil C. Crisafulli Scholarship

Created by Professor Emeritus Dr. and Mrs. Virgil C. Crisafulli, financial assistance awards from this fund shall be made to a full-time student from a low-income family, preferably the poverty level as defined by the federal government, and should have a grade point average of 2.5 or higher. The dean of the School of Business and Justice Studies shall select the recipient from candidates recommended by the Office of Student Financial Services. This award may be renewable to the recipient from year to year, providing the student maintains a 2.5 average or better and demonstrates those traits which will make him/her an asset both to his/her profession and community.

Robert F. Croft '01 Memorial Scholarship

Established in memory of Robert F. Croft '01, financial assistance awards shall be made to a second year student in good standing in the Economic Crime Management Program. Preference will be given to students in the public sector or law enforcement who receive little employer subsidy in support of their education. Students applying for the scholarship will be required to submit a statement outlining how overcoming adversity has affected their life/career, reasons for pursuing this degree and ways in which this degree will allow them to benefit society. The recipient shall be selected by a committee consisting of two professors and one alumni of the ECM program as designated by the Executive Director of the Economic Crime and Justice Studies department.

Carolyn L. Dalton '74 Scholarship

Created by Carolyn L. Dalton '74, Utica College Trustee Emeritus, this scholarship is awarded to a student with a major or minor in communication arts. The recipient must demonstrate academic merit and financial need and exhibit those traits which will make him/her an asset both to his/her profession and community.

Michael D. Damsky Young Scholars Scholarship

Created by Michael Damsky, Utica College Trustee, awards shall be made to deserving students from the city of Utica who are graduates of the Young Scholars Program.

NYS Teamsters Joint Council 18 – Rocco F. De Perno Scholarship

This award was established by the Teamsters Joint Council 18 in honor of Rocco F. DePerno, for a needy student who is the son or daughter of a Teamster within the jurisdiction of Joint Council 18.

Donald A. '54 and Marlene J. De Rosa Scholarship

Established by Donald A. '54, Utica College Emeritus Trustee, and Marlene J. De Rosa, awards from this fund shall be made to a full-time matriculated student who is a junior or senior majoring in a health-related field. The recipient must maintain a 3.0 average or better, demonstrate high moral and ethical standards, and show academic merit.

Jeffrey D. De Rosa '84 Memorial Scholarship

This scholarship, established in 1988 by Donald A. '54, Utica College Emeritus Trustee, and Marlene J. De Rosa, in memory of their son, Jeffrey (Class of 1984), is awarded to graduates of Whitesboro Senior High School who are all-around students and who are enthusiastic, ambitious, and have demonstrated favorable academic potential.

Gustave J. and Teresa Rose DeTraglia Scholarship

Established by the DeTraglias' sons, family and friends, financial assistance awards shall be made to students enrolled in either Construction Management or Education who are residents of Oneida County. Students must demonstrate academic merit and a financial need. If no students meet this criterion, then awards shall be made to students showing financial need. The Office of Financial Aid shall select the recipient.

Dr. Henry R. and Rose DiSpirito Memorial Scholarship

Established by Dolores and Theresa DiSpirito in memory of their father, Dr. Henry R. DiSpirito (Utica College Artist in Residence 5/30/63 – 2/28/95) and mother, Rose. Financial assistance awards from this fund shall be awarded to a full-time student in their junior or senior year who is majoring in the area of the arts, including but not limited to painting, sculpture, theatre, dance, or music, or who is majoring in one of the traditional humanities majors and has a special interest in the arts. The recipient shall be selected by the dean of the faculty in consultation with the faculty of the School of Arts and Sciences. Candidates must have a minimum GPA of 3.0 and demonstrate traits that will make them an asset of their profession and community.

Professor George J. Dmohowski Scholarship

Established by friends of Professor Dmohowski, awards are made to mathematics majors in their junior or senior year based on academic promise and need.

Peter A. Donato Jr. Scholarship

Established in memory of Peter A. Donato, Jr., financial assistance awards from this fund shall be awarded to an incoming freshman from the Central New York area majoring in either Mathematics or Science, with a demonstrated financial need. The recipient shall be selected by the Office of Financial Aid.

Reverend Monsignor William J. Donovan Scholarship

Established by an anonymous donor in recognition of Monsignor Donovan's contribution to the Utica community, awards shall be made to full time students from the greater Utica area who plan a career in education and who volunteer their services for the good of the community and the College. The recipient must show academic merit, have financial need, be of high moral character, and exhibit the traits exemplified by Monsignor Donovan of dedication and compassion. Students shall be selected by the Office of Student Financial Services.

Dr. Milton and Ava Müller Dorfman Scholarship

This scholarship was established by Ava Müller Dorfman in memory of her late husband, Dr. Milton Dorfman and his life-long service as a highly respected radiologist and in recognition of Mrs. Dorfman's commitment to improving the quality of life for older Americans. It is awarded to a full-time student with an interest in or who cares for the elderly in health care or social services.

Anne M. Dowling Memorial Scholarship

Established by William F. Dowling '68 in memory of his mother Anne M. Dowling, this scholarship shall be awarded to academically and financially deserving students. The recipient shall be selected by the Office of Student Financial Services.

Father Paul J. Drobin Scholarship

This scholarship was established by an anonymous donor in recognition of Father Drobin's contribution of care, counsel, and dedication to the Utica community. Awards shall be made to full-time students who demonstrate high moral character and show academic merit and financial need.

Frank M. Dulan Scholarship

This scholarship, established in 1987 by family and friends of the late Mr. Dulan, former Mayor of the City of Utica and United States Marshal, is awarded to a student who demonstrates financial need and an interest in government and politics through his/her selection of courses in political science, history, and/or government.

Margaret and James F. DuRoss Scholarship

This scholarship was established by James F. DuRoss Jr., Utica College Trustee, in honor of his parents. The recipient must be the child or dependent of individuals employed in janitorial services, building maintenance, custodial and/or maid service, and a demonstrated financial need. In the event that there are funds remaining to be awarded after the initial awards are made, or in instances where there are no students meeting the original criteria, other full-time students with a demonstrated financial need and/or academic merit will be eligible to receive financial assistance from the fund. The Office of Student Financial Services shall select the recipients.

Loretta J. Dylis Nursing Scholarship

Established by the family and friends of Mrs. Dylis, this scholarship is given to a student who majors in nursing, has at least a 3.0 GPA, and demonstrates those traits which will make him/her an asset to his/her profession.

Early Childhood/Elementary Education-New York Telephone Scholarship

Scholarship and financial assistance awards from the fund shall be made to minority, physically challenged, or at-risk students from the Utica area who enter the early childhood/elementary education program at Utica College.

Sal J. Eannace-Tau Phi Zeta Scholarship

Established by the Tau Phi Zeta Fraternity, this scholarship will be awarded to a student for all four years of his or her education at Utica College, beginning in the freshman year. The recipient must be a resident of Oneida County, demonstrate community involvement, and maintain a cumulative grade point average of 2.5 or above after enrollment.

Economic Crime Investigation Institute Scholarship

Established by the Board of the Economic Crime Investigation Institute at Utica College, this scholarship shall be awarded to a full time student majoring in economic crime investigation for use in his/her junior year. The student must maintain a 3.33 or higher GPA, show leadership potential, and make significant contributions to the program.

Thomas Proctor Eldred Sr. Memorial Scholarship

The New York State Builder's Supply Association has established this scholarship fund in memory of the association's founder. Financial assistances awards shall be made to students from New York State with demonstrated financial needs that are majoring in the Construction Management Program. Recipients shall be selected by the Office of Student Financial Services.

Saverio M. Flemma Memorial Scholarship

This scholarship, established in 1988 by Mr. Flemma's sons, family, and friends, is awarded to students who are first generation Italian Americans or immigrants who demonstrate academic merit and financial need.

Samuel S. Freeman Scholarship

This award was established by bequest of Samuel S. Freeman to provide scholarships for worthy students of high scholarship and character.

Furgal Scholarships

Joseph P. Furgal '50, founding Trustee, established the following scholarships to honor his family and friends and to benefit UC students.

- **Catharine Christensen Scholarship** is awarded to a student majoring in psychology at Utica College.
- **Donald L. Cielsak Scholarship** is awarded to a full-time student who is majoring in mathematics at Utica College.
- **Adela Nowak Scholarship** is awarded to a student who is majoring in mathematics at Utica College.
- **Marsha Smith Scholarship** is awarded to a student who is majoring in accounting at Utica College.
- **Irene Furgal Memorial Scholarship in Political and Social Sciences** is awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.
- **Joseph A. Furgal Memorial Scholarship in International Relations**, in memory of Mr. Furgal's father, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and has a serious interest in international studies.
- **Joseph P. Furgal Endowed Scholarship in History** is awarded to a student majoring in history, who has attained a 3.0 average, demonstrates financial need, and has a serious interest in history.
- **Joseph P. Furgal Study Abroad Scholarship** provides financial aid to Utica College students choosing to study abroad.
- **Mary Ann Furgal Scholarship in Nursing, Health Related Sciences, or Pre-Medical/Dental Studies** is awarded to a nursing, health-related sciences, or pre-medical/dental studies major of Polish descent. The student must attain a 3.0 average and demonstrate financial need.
- **Rose S. Furgal Memorial Scholarship in Criminal Justice**, in memory of Mr. Furgal's mother, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and is a criminal justice major.

- **Thaddeus (Duke) Furgal Memorial Award** is awarded to a student of Polish descent who has attained a 3.0 or higher average, demonstrates academic merit and financial need, and is pursuing a career in health or health sciences. In the event that no student of Polish descent meets the criteria, the College may award the scholarship to any student who meets the criteria.
- **Barbara E. Jordan '75 Scholarship** is awarded to a student who has a record of volunteerism through a campus service organization.
- **Monsignor Adolph A. Kantor Scholarship** is awarded to a student majoring in biology.
- **Dolores LaSalle Scholarship** is awarded to a student who demonstrates academic merit and actively participates in College and/or community service.
- **Frank Malachowski Memorial Scholarship** is awarded to an English major at Utica College.
- **Jacqueline Furgal Morelle Scholarship** is awarded to a student with a major in psychology.
- **Thomas J. Raiano Memorial Scholarship** is awarded to a student with a strong interest in pursuing studies in music, art, or literature.

Charles A. Gaetano Scholarship

Established by Mr. and Mrs. Charles A. Gaetano on the occasion of their 50th wedding anniversary, this scholarship shall be awarded full-time students majoring in the field of business of management. The recipients must demonstrate academic merit and financial need as well as those traits that will make them an asset to both their profession and community. Students will be selected by the Office of Student Financial Services with preference given to employees or children of employees of the Charles A. Gaetano Construction Corporation.

Frank E. Gannett Journalism Awards

These awards were established by the Frank E. Gannett Newspaper Foundation, Inc., to provide scholarships for students majoring in journalism studies.

Daniel and Josephine Fanelli Gazzilli Scholarship

Created by Daniel and Josephine Fanelli Gazzilli and funded by friends and family in memory of the late Daniel "Doc" Gazzilli, this scholarship is awarded to a student from the greater Utica area on the basis of academic merit and financial need.

Max Geller Fund

This is a general scholarship established by Mr. Max Geller in 1948.

Frank and Joan Giovannone Scholarship

Awards from this fund are made to deserving pre-dental students for use in the senior year. Recipients are selected on the basis of academic achievement and financial need and shall possess traits that would make them assets to the dental profession.

Sister Rose Vincent Gleason, O.S.F. Scholarship

Established by an anonymous donor in recognition of Sister Rose Vincent's selfless commitment of caring and compassion for the benefit of the Utica community, this scholarship shall be awarded to a student from Oneida or Herkimer County who is majoring in biology and demonstrates high moral character and financial need.

Boyd Golder-Utica Kiwanis Scholarship

Established by the Utica Kiwanis Club in memory of Boyd Golder, Utica mayor from 1946 to 1958, recipients are Utica residents with financial need. Preference is given to present and past members of a Utica area High School Key Club.

Dr. Ronald J. Goldstone '55 Memorial Scholarship

This scholarship was established by Utica College trustee Brian J. Jackson '85, D.D.S, along with family and friends, in memory of former Utica College Foundation Board member Dr. Ronald J. Goldstone '55. It is awarded to a full-time student entering his or her junior or senior year who demonstrates a strong professional commitment and a GPA of 3.0 or greater, majoring in pre-dental studies. The Pre-Professional Health Committee on the basis of the above mentioned academics and ethical criteria shall select the recipient from candidates recommended by the Office of Student Financial Services.

Daniel and Anne Goss Memorial Scholarship

Financial assistance awards shall be made to mathematics majors based on academic promise and need. The Office of Financial Aid shall select the recipients.

Griffiss Air Force Base Utica College Alumni Scholarship

This scholarship shall be awarded to full-time, matriculated students who have completed at least one year at Utica College, attained a GPA of 3.0, and have participated in extracurricular school and/or community activities. In the event that two or more candidates for the award meet the criteria equally, the additional criteria of financial need and tax dependent status upon a Griffiss Air Force Base employee will also be considered in making a selection. The recipient will be selected by the Office of Student Financial Services.

HSBC Scholarship for Underrepresented Students

Established by The HSBC Foundation, awards from this fund shall be made to support students who have completed the Young Scholars Liberty Partnerships Program in the City of Utica and now seeks an education at Utica College. Recipients shall be selected by the Young Scholars LPP in consultation with the Director of Financial Aid.

Dr. Louis '51 and Gloria Tempier Haddad Scholarship

Established by family in honor of Dr. and Mrs. Haddad's 35th wedding anniversary, this fund shall be awarded to a graduate of T.R. Proctor Senior High School who has an average of 90% or above, is of sound character, and shows academic promise.

Dr. Michelle E. Haddad '81 Memorial Scholarship

Established by friends and family of Dr. Michelle Haddad '81, this scholarship will be awarded to deserving full-time students who have been accepted to an accredited dental school. The recipient shall demonstrate academic merit and will be selected by the Office of Student Financial Services.

Dr. William P. Hall Scholarship

Established by Utica Lodge No. 47, F & A.M., financial assistance awards from the fund shall be made to a student who resides in Oneida or Herkimer County and who is pursuing a pre-med or biology degree.

Dr. Jean Halladay '53 Scholarship

Established by Dr. Jean Halladay '53 in recognition of her 42 years in higher education, scholarships shall be made to students majoring in English with a demonstrated financial need. Should not enough students meet these criteria to distribute all of the funds annually, then scholarships shall be made to students majoring in any of the Liberal Arts with a demonstrated financial need. Recipients shall be selected by the Office of Student Financial Services.

Toni Lee Hanna Scholarship

Established by friends and family in memory of Toni Lee Hanna, this scholarship shall be awarded to a student who volunteers for the good of the College and community and demonstrates unusual acts of kindness.

Thomas J. Hassett Scholarship

Family and friends have established a scholarship in memory of Thomas J. Hassett, Class of 1965, who died while in service with the U.S. Peace Corps. This award is intended to assist a worthy Utica College student in meeting college expenses.

Monsignor Thomas J. Hayes Scholarship

This scholarship was established in 1992 by an anonymous donor in honor of Monsignor Hayes for his 57 years of service to the priesthood. Awards shall be made to students from the greater Utica-Rome area who show academic promise, have high moral character, and exhibit traits exemplified by Monsignor Hayes of devotion, caring, and compassion.

William Randolph Hearst Endowed Scholarship

Established by the William Randolph Hearst Foundation, financial assistance awards from this fund shall be made to economically disadvantaged students, with a preference for graduates of the Young Scholars Program. It is preferred that the scholarships generated from this endowment be awarded to students who intend to permanently reside in the United States after completion of their studies.

Andrew, William, and Mary Lou Hebenstreet Scholarship

This scholarship was established by William Hebenstreet in memory of his son, Andrew. Awards shall be made to a full-time student who is majoring in physics and/or has an interest in the study of astronomy.

Heiland Family Scholarship

Established by Paul H. Heiland, awards from this fund will be made to deserving full-time Utica College students who demonstrate financial need.

Hispanic Cultural Heritage Scholarship

This scholarship was established by Dr. John F. Millett '52, D.D.S. It is awarded to a full-time student of Hispanic heritage who demonstrates potential for academic success.

Elias C. and Kathleen (Graziadei) Hobaica Scholarship

Established by Kathleen (Graziadei) Hobaica in honor of her retirement as assistant director of student activities at Utica College for 23 years, this scholarship shall be awarded to a student from the Utica area who plans a career in a health-related field.

Dr. John H. and Anna Marie Hobika Scholarship

Established in memory of Mrs. Hobika by family and friends, this scholarship shall be awarded to an incoming freshman who is a graduate of the Utica City School District and who plans a career in the health care field.

Eric H. Huggins Scholarship

This scholarship, established in 1987 by Mr. Huggins, former athletic director, in honor of his retirement from Utica College, is awarded to incoming freshmen.

Edward, Jane, and Virginia Hutton Memorial Scholarship in Nursing/Pre-Medicine

This scholarship is established in honor of Edward, Jane, and Virginia Hutton by Todd Stewart Hutton, Utica College's tenth chief executive officer, and additional family members. Awards will be made to deserving full-time Utica College students who have a strong desire to pursue a career in nursing or medicine and who demonstrate academic merit and financial need. Candidates shall have a minimum high school grade point average of 3.5 or transfer grade point average of 3.0. Additionally, freshman candidates shall have SAT combined scores of 1150 or higher.

Hyman-Goodman Award

This annual grant was established by Martin Hyman, in memory of his father, Samuel Hyman, and father-in-law, Max Goodman, for needy students who attend Utica College.

In the Line of Duty Memorial Scholarship

This scholarship was established by Utica College in memory of Amy Lynn Donovan, Class of 1996, who was the first female Austin, TX police officer to die in the line of duty. Awards of up to full tuition, based upon financial need, will be made to dependent children of Utica College alumni or employees who die in the line of law enforcement or military duty. Award recipients must be accepted for full-time enrollment to UC and must maintain a 2.2 cumulative grade point average. Students who receive full tuition funding through other programs (Dependent Benefit Program, Tuition Exchange, etc.) are not eligible for the monetary value of this award

John F. Jasinski Scholarship

Established by Mrs. Camille Jasinski, this scholarship was created in memory of her husband, John J. Jasinski, and shall be awarded to a student with demonstrated financial need, who is actively pursuing a career in computer science. The recipients shall maintain a grade point average of 3.0 or better.

Eiddon L. Jones Scholarship

Established by Eiddon L. Jones, recipients are full-time students majoring in management with a concentration in finance. Candidates must have a 3.0 average or better and demonstrate those traits which will make them assets to their professions and communities.

S. Sheldon Judson Memorial Scholarship

Established anonymously in memory of S. Sheldon Judson, a local attorney, income derived from the fund is to be used to provide scholarship assistance to students with financial need. Awards from the fund shall benefit deserving students from the Mohawk Valley who might otherwise be financially unable to attend.

Robert F. Julian '71 Scholarship

Named in honor of Robert F. Julian '71, this scholarship shall be awarded to deserving full-time students from the greater Utica area who plan a career in public service and who have demonstrated their volunteerism through significant community activities. The recipient must show academic merit, have financial need and possess the traits demonstrated by Robert Julian in his public service to the community. The recipient will be selected by the Office of Student Financial Services.

Big John Kaczmariski Jr. Scholarship

A financial assistance award shall be made to an incoming freshman with a high school average between 70 and 80, with a demonstrated financial need and an indication of promise and potential. Preference will be given to a criminal justice major from western New York. The recipient will be eligible to continue receiving the scholarship until graduation as long as they maintain a GPA of 2.0 or better. The recipient shall be selected by the Office of Student Financial Services.

Edward J. "Bud" Kane '51 Endowed Scholarship

This scholarship was established in memory of Edward J. "Bud" Kane '51 by his family and shall be awarded to full-time students who are veterans of the United States Armed Forces.

James T. Kane '57 Scholarship

Established in memory of James T. Kane '57 by his wife Maryann, financial assistance from this fund shall be awarded to a student who is a veteran of the United States Armed Forces, or, is a child of a veteran of the United States Armed Forces, and who shows academic promise and financial need. In the event no individual is identified, the award will be given to a local student who also shows academic promise and financial need. The recipient shall be selected by the Office of Financial Aid.

Dr. John Keller Scholarship

This scholarship was established by an anonymous donor in recognition of Dr. Keller's years of teaching, his caring attitude, and his work in the development of Utica College. Awards shall be made to students who have successfully completed six credit hours in chemistry and achieved at least a 3.0 GPA.

Fred D. '50 and Barbara (Essel) Knittle Scholarship

Established by Fred D. '50, former Utica College Trustee, and Barbara (Essel) Knittle, awards from this fund shall be made to full-time students showing academic promise and who have volunteered time for the good of the College community.

Peter Kucherenko and Eugenia Kucherenko Scholarship

This scholarship shall first and foremost be made to deserving, underprivileged students of Russian descent who are graduates of the Young Scholars Liberty Partnerships Program and enrolled full-time at Utica College. Should there not be students meeting these criteria, then awards shall be made to deserving students of Russian descent and/or from Eastern Europe who are enrolled full-time. The Office of Financial Aid shall select the recipients.

LaBella Family Scholarship

Established by Frank LaBella in memory and honor of his parents Paola and Maria (DiPerro) LaBella and his sisters Antoinette and Donna Nellie LaBella, this scholarship shall be awarded to a full-time student from Oneida County majoring in Biology with a grade point average of 3.25 or higher. The student should possess high moral character and academic merit, and show financial need. If there is no eligible student meeting these criteria, the scholarship may be awarded based on financial need and academic merit. The recipient shall be selected by the Office of Financial Aid.

F. Clark Laurie Scholarship

Established by friends upon F. Clark Laurie's retirement from Utica College, awards are made to students who are residents of Madison or Oneida County and are majoring in accounting.

Harold T. Lennon Sr. and Mary Alice Martus Lennon Scholarship

Established by the Lennon family in memory of their parents, Harold T. and Mary Alice Martus Lennon, this scholarship is awarded to a graduate of Whitesboro Central High School who is a well-rounded, hard-working, average student.

Barton Lonway Scholarship

This scholarship shall be awarded to full-time students based on financial need and good academic standing. Recipients shall be selected by the Office of Student Financial Services.

David S. and Pura Lucchino Scholarship

This scholarship was established by Pura Lucchino Dawson, in memory of her husband, David S. Lucchino. It is awarded to a student with an interest in gerontology and who demonstrates financial need and maintains a 2.5 GPA or C average.

Sally Lachut Majka Scholarship

Established by Sally Lachut Majka, Utica College Trustee, and Donald Majka, awards shall be made to full-time undergraduate and graduate students of Polish descent living in Oneida, Herkimer or Madison counties, with pref-

erence to those living in Oneida County. Should no eligible students be identified using the established criteria, international students from Poland will be eligible to receive these awards. Students shall demonstrate a spirit of perseverance, initiative, hard work and self reliance, while maintaining a cumulative average of 3.0 or better in their course work.

Spartico Malara Scholarship

Interest from this perpetual fund, established by family and friends of Mr. Malara, provides scholarships to full-time students at Utica College who are, or have been, members of the Boys and Girls Club. (Preference will be given to members of the Utica Club.) Recipients must demonstrate financial need and the ability to succeed academically.

Fred Maloof Scholarship

Established by an anonymous donor, this scholarship will benefit full-time students of Lebanese descent on the basis of academic merit and financial need.

Carmen F. Mandia Scholarship

This scholarship was established in memory of Carmen F. Mandia by his friends. Awards shall be made to academically and financially deserving students.

William R. and Margaret E. (Donnelly) Marscher Scholarship

Established by William R. and Margaret E. (Donnelly) Marscher in honor of their 50th wedding anniversary, this scholarship provides awards to students with financial need who demonstrate academic merit as well as those traits which will make these students assets to both their profession and community.

Anne Martin Scholarship

Established by The Reverend Carol Simpson, former Utica College First Lady, in memory of her mother, this scholarship shall be awarded to a female graduate of the Young Scholars Program attending Utica College.

Robert J. May '60 Scholarship

Established through a bequest to Utica College by Booster Club founder Bob May, this scholarship shall be awarded to a student who is majoring in accounting.

Albert S. '58 and Elinor Wurz Mazloom Scholarship

Established by Albert S. Mazloom '58, Utica College Trustee, awards from this fund shall be made to full time students who demonstrate outstanding character, academic promise, and financial need.

John Meehan '61 and Betty Eisengrein Meehan Scholarship

A financial assistance award shall be made preferably to a full-time, first generation student from the Corn Hill section of Utica, NY. Upon receiving the initial award, the student will be eligible to continue receiving the award throughout their time at the College as long as they remain in good academic standing. Should there be no student meeting this criteria, the scholarship may then be awarded to a student from the Mohawk Valley with a demonstrated financial need. The recipient shall be selected by the Office of Student Financial Services.

Mele Foundation Scholarship

Financial assistance awards shall be made to students with a demonstrated need from Herkimer, Madison or Oneida counties majoring in a health or science program.

Doris Wester Miga Scholarship

Established by family and friends of Trustee Emerita Professor Doris Miga, this scholarship shall be awarded to a local high school student who is valedictorian of his/her class, or a member of the National Honor Society and plans a teaching career.

Ida C. Millett Scholarship

This scholarship was established by James T. Millett, M.S., John F. Millett, D.D.S., and Robert W. Millett, Ph.D. in honor of their mother, Ida C. Millett. Candidates must have declared a major and/or minor area of study from the academic discipline of English. To be eligible for consideration, candidates must have attained a 3.0 or higher average in a minimum of six courses in their major and/or minor.

James T. Millett Scholarship

Established by John F. Millett, D.D.S. in memory of his brother James T. Millett, awards from this scholarship shall be made to a full-time student who has graduated from a high school in Schenectady County, New York with preference given to graduates of Shalom Central School District.

Dr. John F. '52 and Margaret Altongy Millett Scholarship

Established by Dr. John F. '52 and Margaret Altongy Millett, scholarship awards shall be made to a full-time student who has received a C-plus or better average for his/her freshman year, shows academic promise, and has contributed time for the good of the College or the local community.

Dr. Robert and Bernadette Millett Family Scholarship

Established by the Millett family in memory of Dr. Robert Millett, this scholarship shall be made based on financial need. Preference will first be given to a military Veteran wounded in the line of duty. Should no indi-

vidual meet this criterion, preference will be given to a student whose father or mother is a military Veteran. Should no individual meet this criterion, preference will be given to a student based on financial need. The Office of Financial Aid shall select the recipient.

MLN Nursing Scholarship

Financial assistance awards shall be made to full-time students majoring in nursing with a preference given to students with an interest in reproductive health. The recipient must have excellent academic credentials with a minimum 3.0 grade point average, and demonstrate the skills, aptitude and commitment which will make the scholar an asset to the nursing profession and/or reproductive health care community. The Dean of the School of Health Professions and Education, in consultation with the Office of Financial Aid, shall select a recipient from candidates recommended by the academic and clinical faculty of the nursing program.

Morelli Memorial Scholarship

This scholarship, established by Mary Morelli a former employee in the Continuing Education Division, is awarded to matriculating students in the Continuing Education Division who demonstrate both academic merit and financial need.

Peter Nasir Memorial Scholarship

Established by Theta Xi Fraternity at Utica College in memory of Peter Nasir, foreign students majoring in science, mathematics, health technologies, or construction management with a strong academic background and financial need are eligible to compete for the award.

Native American Cultural Heritage Scholarship

This scholarship was established by John F. Millett '52, D.D.S. To be eligible, a student must be: at least one-fourth American Indian, Eskimo, or Aleut; an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs; and enrolled at or accepted for enrollment at Utica College, pursuing a four-year degree.

New Century Club Scholarship

This scholarship, established by the New Century, shall be awarded to full-time junior or senior students with a GPA of 3.0 or higher, who are from Oneida County and are going into the fields of teaching, nursing, or business. Recipients do not have to demonstrate financial need. Graduate students meeting these criteria are also eligible for this scholarship.

Robert Newman Memorial Scholarship

Established by Gerald and Dorace Newman in memory of their son, this fund will provide awards to full-time Utica College students demonstrating financial need, academic merit, and interest in the arts.

New York State Federation of Home Bureaus, Inc. Scholarship in Honor of Joan Lyons Romanow

This scholarship, established by New York State Federation of Home Bureaus, Inc. to recognize Joan Lyons Romanow for her service, is awarded to students residing in counties where New York State Federation of Home Bureaus, Inc. has organized chapters and county executive officers. The recipient must have an average of 2.5 and major in psychology-child life.

Dr. Charles and Delores (Critelli) '88 Obernesser Scholarship

Established by Delores (Critelli) Obernesser '88, awards from this scholarship shall be made to a full-time female student who has an interest in becoming an entrepreneur. The recipient must maintain a 3.0 average or better and have financial need.

Oneida County Forty & Eight Voiture 92 Scholarship

Established by Oneida County Forty & Eight Voiture 92, scholarship and financial assistance awards made from the this fund shall be made to a full-time student from Oneida County enrolled in the nursing program at Utica College and who is not a licensed registered nurse. The recipient shall be selected by the Office of Student Financial Services and must show academic promise and demonstrate financial need.

Oneida-Herkimer County Dental Society Scholarship

Established by the Oneida-Herkimer County Dental Society, scholarship awards from this fund shall be made to a senior who has been accepted at dental school. The Pre-Professional Committee shall select the recipient on the basis of academic achievement.

Marguerite Palmer '83 Scholarship

The fund is a memorial established by the family and friends of Marguerite Palmer. Awards are made to students who have voluntarily contributed time on a regular basis to aid fellow students in achieving their academic goals.

Mary Sophia Tyler Palmer Scholarship

This scholarship was established by Wayne N. Palmer, Associate Professor Emeritus of mathematics at Utica College in honor of his grandmother, Mary Sophia Tyler Palmer. It is awarded to a female student in her sophomore, junior, or senior year who has a 3.0 GPA or better and demonstrates financial need.

Professor Wayne Newman Palmer Scholarship

Established by Professor Wayne Newman Palmer, five (5) separate scholarships shall be awarded to entering students at Utica College studying mathematics. Recipients shall be selected by the Office of Student Financial Services in consultation with the Mathematics Department.

Dr. Anthony J. and Phyllis (Ciruzzi) Palumbo Scholarship

Established by Dr. Palumbo, former Utica College Trustee, this scholarship will benefit students with financial need majoring in natural sciences who plan to attend medical school.

Mary L. Penney Scholarship

Financial assistance awards shall be made to full-time students with academic merit and financial need. The recipient will be selected by the Office of Student Financial Services.

Barbara and Richard Peres Scholarship

Established by Dr. Prosper I. Igboli MD '74 in honor of Barbara and Richard Peres, this scholarship shall be awarded to deserving full-time students with an interest in pursuing a career in medicine. The recipient(s) must be of outstanding character, demonstrate academic merit and financial need. Students shall be selected by the Office of Student Financial Services.

Grace and Arthur Perlmutter Scholarship

Established in honor of his parents, Grace and Arthur Perlmutter, the fund shall be awarded upon the recommendation of the chair of the English department and in consultation with Mr. Walter M. Perlmutter '50 or his designee(s), to a student who is majoring in English and has a strong interest or aptitude in either creative writing or American literature or both. The recipient of the fund must be a second, third, or fourth year student, must have a demonstrated financial need, and must maintain a 3.0 cumulative grade point average.

Victor A. Perretta Scholarship

This award is given to a student who demonstrates a strong interest and potential for leadership in his/her local and/or college community.

Richard A. Philipson Scholarship

This scholarship was established by the Max and Ruth C. Philipson Foundation in memory of Richard A. Philipson for needy Utica-area students in attendance at Utica College.

Joseph A. (Chubby) Piccola Scholarship

This scholarship was established by Joseph A. (Chubby) Piccola, former director of security at Utica College and sheriff of Oneida County. Awards from this fund shall be made to a student majoring in criminal justice who is currently a law enforcement officer at the state or local level, or to a student majoring in criminal justice who intends to pursue a career in law enforcement at the state or local level. Preference will be given to a student from the Oneida-Herkimer-Madison counties area.

Stephen Pidchomny Scholarship

This scholarship was established in memory of Stephen Pidchomny by his family and shall be awarded to full-time students who are veterans of the United States Armed Forces.

Helen Elizabeth Popso Scholarship

This scholarship is established in memory of Helen Popso by her son, Michael K. Simpson, Utica College's ninth chief executive officer. Awards shall be made to a student whose record of voluntary charitable service reflects the commitment to humanitarianism that was a hallmark of Helen Popso's life.

Winifred and Stanley Pula Scholarship Fund

Established by Dr. James Pula, Dean, Graduate and Continuing Education at Utica College in honor of his parents, scholarship and financial assistance awards from this scholarship fund shall be made to deserving, full-time or part-time graduate or undergraduate students majoring in history who are residents of Oneida County, New York, and who demonstrate academic achievement and financial need. Students shall be selected by the Office of Student Financial Services.

James R. '59 and Katherine B. Pyne Scholarship

Established by James R. '59 and Katherine B. Pyne, former Utica College Trustee, awards shall be made to deserving students from the city of Utica who are graduates of the Young Scholars Program, or a deserving student from the Mohawk Valley region.

John Quackenbush Scholarship

Established in memory of John Quackenbush by family and friends, the scholarship shall be awarded to students from the central New York area who are majoring in construction management.

Hattie and Bill Riley Memorial Scholarship

Financial assistance awards shall be made to students with a demonstrated financial need. Preference will be given to African-American students accepted and/or enrolled in the Graduate Education Program who are planning on teaching in the Utica City Scholl District, with secondary preference given to minority students meeting these same criteria. Should there be no students matching these criteria, then preference will first be given to undergraduate African-American students who are graduates of the Young Scholars Program and pursuing certification in education, with secondary preference given to minority students meeting this same criteria. The Office of Student Financial Services, in consultation with the Director of the Education Department, shall select the recipients.

Frank J. Robilotta Scholarship

Established in 1988 by family and friends in recognition of Mr. Robilotta's commitment to the Utica community, this scholarship is awarded to a student who is a graduate of the Utica City School District and who demonstrates academic merit and financial need.

Mario Rocci – Maria Cuccaro Scholarship

Financial assistance awards shall be made to an incoming freshman student with a demonstrated financial need who is a resident of Oneida County, graduated from high school in the upper 10 percent of her/his class, and is enrolled in the College with a major in the health sciences, physics, chemistry, or biology. Should the student maintain a 3.0 grade-point average throughout her/his time at the College and continue to be enrolled in one of the aforementioned programs, s/he will be eligible to receive the scholarship annually. The Office of Financial Aid shall select the recipient.

Jeanne Louise Ulrich Romano Memorial Scholarship

Established in memory of Mrs. Romano by her husband, F. Eugene Romano, this scholarship is awarded to a student who resides within a 10-mile radius of Utica and excels in a management curriculum.

Rosato Family Scholarship

This scholarship was established by the Central New York Chapter of the Association of Government Accountants in memory of Philip O. Rosato. Additional gifts have been made to the fund by family and friends to honor the memory of Mary Ann Rosato and Philip W. Rosato. Awards are given to accounting majors based on financial need and academic excellence.

N.A. and Mildred Rotunno Memorial Fund

Established by the family of N. A. and Mildred Rotunno, this award is granted to a student who does not show need under usual financial needs tests, but who, because of unusual circumstances, could be considered needy.

St. Luke's-Memorial Alumnae Association, Inc. Scholarship

Established by the St. Luke's-Memorial Alumnae Association, Inc., awards from this fund shall be made to full-time or part-time matriculated students majoring in nursing who demonstrate financial need and academic excellence. Preference shall be given to graduates of the Utica Memorial Hospital School of Nursing, St. Luke's Home and Hospital School of Nursing, or St. Luke's-Memorial Hospital Center School of Nursing. Application forms are available through the Office of Student Financial Services.

John W. and Deanna D. Sammon Scholarship

Established by John W. and Deanna D. Sammon '62, this scholarship is awarded to a student pursuing a major under the auspices of the School of Arts and Sciences. The recipient must have a 3.0 average or better and demonstrate academic merit.

David T. Santora Memorial Scholarship

Established in memory of David T. Santora (Class of 1988) by students and friends and the Utica College Foundation Board, this scholarship is awarded to full-time students who demonstrate financial need and academic merit. Preference shall be given to a member of *The Tangerine* staff.

Dr. Ralph N. Schmidt Sr. and Wilda Schmidt Scholarship

Established by an anonymous donor in honor of Dr. Schmidt's years of teaching and his work in the development of Utica College, this scholarship shall be awarded to students who have completed six credit hours of speech communications courses and achieved at least a 3.0 GPA.

John and Elizabeth Falzarano Scialdo Scholarship

Established by Shirley A. Scialdo, awards from this fund are made to a full-time student majoring in business administration.

Second Chance Scholarship

Established by John F. Millett '52, D.D.S., and Margaret Millett, awards shall be made to a full-time student over the age of 30 who is beginning his/her college career at Utica College or who is returning to complete his/her degree. Financial need shall not be a consideration in this award.

Raymond and Mary (Ghoulam) Seng Scholarship

Established by Mary (Ghoulam) Seng in memory of her husband, Raymond, scholarship and financial assistance awards made from this scholarship fund shall be made to full-time students majoring in business administration (management programs) who have outstanding character and show academic promise. The dean for the School of Business and Justice Studies shall select the recipient.

Dr. Raymond A. Serway '59 Scholarship

Established by Dr. Raymond A. Serway '59, this scholarship shall be awarded to a student majoring in one of the natural sciences with preference given to a physics major. If there is no student meeting these criteria, then consideration will be given to a student majoring in one of the health sciences, with preference given to a physical therapy major. Selection of the recipient shall be on the basis of financial need and academic excellence.

Reverend Monsignor H. Charles Sewall Scholarship

This scholarship was established by an anonymous donor in recognition of Monsignor Sewall's selfless commitment of caring and compassion for the benefit of the Utica community; it is awarded to a student majoring in history who demonstrates high moral character and shows academic promise.

Dr. Albert H. '49 and Gloria A. '82 Shaheen Scholarship

Established by Dr. Albert H. '49 and Gloria A. '82, Shaheen, awards from this fund shall be made to a junior or senior majoring in the natural sciences who plans to pursue a career in medicine. Recipient must have a 3.0 average or better.

Professor Raymond Simon Scholarship

This scholarship was established by public relations/journalism alumni in recognition of Professor Emeritus Raymond Simon's excellence in teaching. The scholarship is given to a student with outstanding potential in the public relations field.

Reverend Carol M. Simpson Scholarship

Established in honor of the Reverend Carol M. Simpson, former Utica College First Lady, by her children, Jennifer and Robert, as well as other devoted relatives and friends, this scholarship shall be awarded to a qualified female student who has displayed a passionate commitment to community service that has been the essence of Carol Simpson's life. The candidate shall have maintained a GPA of 3.0 and preference shall be given to candidates whose civic activism has focused on the improvement of race relations and/or the elevation of under-represented minorities or refugees. Special preference will be given to members of these under-represented populations themselves who demonstrate a strong commitment to these areas of civic activism.

Michael K. Simpson Scholarship

Established by family and friends in honor of Dr. Michael K. Simpson, Utica College's ninth chief executive officer, this scholarship provides awards to deserving students from the city of Utica who are graduates of the Young Scholars Program.

Robert P. Simpson Scholarship

This scholarship is established in honor of Robert P. Simpson by his son, Michael K. Simpson, Utica College's ninth chief executive officer. Awards shall be made to a student who demonstrates a commitment to the values of professionalism and community service of which Robert Simpson's life has been an example. Special preference is accorded to graduates of the College's Young Scholars Program.

Natalie Alys Smith Scholarship for Physical Therapy

Established by the Physical Therapy Program faculty to honor Dr. Dale Scalise-Smith, this scholarship shall be awarded to a deserving full-time student majoring in Physical Therapy, who demonstrates academic merit and excellence in research. Students shall be selected by the faculty of the Physical Therapy Program.

Spartano Family Scholarship

This scholarship shall be awarded to full-time students based on financial need and good academic standing. Recipients shall be selected by the Office of Student Financial Services.

Minnie V. Stappenbeck and Colonel Edna F. Stappenbeck Scholarship

Established by Edna F. Stappenbeck '51 in memory of her mother, this scholarship shall be awarded to a full-time student who demonstrates academic excellence and financial need and plans to pursue a career in nursing.

Dr. Stewart H. Starer '66 and Gerald Starer '65 Scholarship

A financial assistance award shall be made to a campus-based, undergraduate adult student with a demonstrated financial need, who can only take up to 12 credit hours annually due to personal family or work obligations. The recipient is eligible to receive the scholarship one time and it is non-renewable. The recipient shall be selected by the Office of Student Financial Services.

Professor Lester and Mrs. Clarice Start Scholarship

This scholarship was established by an anonymous donor in recognition of Professor Start's years of teaching, caring attitude, and work in the development of Utica College. Awards shall be made to students who have successfully completed six credit hours of philosophy and achieved a 3.0 GPA in these courses.

Dr. Paul J. Steele Scholarship

Established by an anonymous donor in honor of Dr. Steele's years of teaching, caring attitude, and work in the development of Utica College, this scholarship shall be awarded to a student who has successfully completed at least six credit hours of physics and achieved a 3.0 GPA in these courses.

Ralph Strebel Scholarship

This scholarship was established by Dr. Christie E. Davis, in memory of Dean Ralph F. Strebel and is awarded to an outstanding pre-medical scholar.

Streichert Family Scholarship

Established by Catherine H. Streichert in memory of her parents, Otto C. and Frances R. Streichert, and her sister, Albertine F. Streichert, this scholarship will be awarded to a freshman student who is a resident of the greater Utica area and is a graduate of the Whitestown or New Hartford School District. The recipient must indicate a strong desire to learn and show financial need.

William Sugarman Memorial Scholarship

This scholarship, established in 1989 by the sons of William Sugarman, is awarded to full-time students majoring in accounting who demonstrate academic ability and financial need. Recipients must be residents of Oneida County and demonstrate those traits which will make them assets both to their professions and communities.

Sullivan Family Scholarship

Established in memory of Catherine and Morris Sullivan and Kenneth and Catherine Back Sullivan, financial assistance awards from this fund shall be made to deserving full-time students of Irish descent who demonstrate academic promise and a desire to succeed. The recipients must maintain a 3.0 GPA. Should there be no students matching these criteria, then any students who maintain a 3.0 GPA with a demonstrated financial need may be considered. Recipients will be chosen by the Office of Student Financial Services.

Kenneth J. Taubes '80 Scholarship

Financial assistance awards shall be made on the basis of academic potential and financial need. Preference will be given to students majoring in accounting. Should no students meet this criteria, preference will be given to students based on financial need. Recipients shall be selected by the Office of Student Financial Services.

The One Charity Golf Classic Scholarship

This scholarship, funded from the proceeds of The One Charity Golf Classic under the auspices of the United Food and Commercial Workers District Union Local One, is awarded to a full-time student. The recipient must demonstrate academic merit and financial need.

Theta Xi Scholarship

Established by the brothers of Theta Xi, recipients of awards from this scholarship fund will have a GPA of 2.0 or better, financial need, and a Greek affiliation or a legacy connection to a current or former Theta Xi member.

Gennaro and Carmella Tierno Memorial Scholarship

Established by Joseph Tierno in honor of his parents, Gennaro and Carmella Tierno, financial assistance awards from the fund shall be made to a full-time student who achieves a high standard in the study of journalism or political science. Preference will be given to students of Italian-American heritage and to those who express a desire to enter public service. The Office of Student Financial Services shall select the recipient from candidates recommended by the respective Division offices. Each candidate should show academic promise and demonstrate those traits that will make him/her an asset both to his/her profession and community.

Jacque and Terry Tolles Scholarship

This scholarship was established in memory of Mrs. Tolles by the Friends of Jacque Tolles. Awards from this fund shall be made to full-time students from Oneida County who are interested in public service and who might not otherwise come to Utica College. The award may be renewable.

Dean Winton Tolles and Patricia Doyle Tolles Scholarship

This scholarship, established in 1988 by family, friends, and the Cogar Foundation in memory of Dean and Mrs. Tolles, is awarded to students who demonstrate financial need and academic merit.

Anna Trapanick Fund for Nursing Students

Established by family in honor of Anna Trapanick, awards shall be made to a full time student who is preparing for a bachelor's degree in nursing. The recipient must demonstrate a particular interest in geriatric nursing.

Symeon and Ann (Clark) Tsoupelis Scholarship

Established by Symeon and Ann Tsoupelis in memory of Dr. Christos Kotsanis, this scholarship is awarded to a full-time student of Greek heritage who possesses high moral character and shows academic promise. Preference shall be given to students from Boys Gymnasium of Xanthi, Greece. Should there be no students matching these criteria, full-time students from the Mohawk Valley with a demonstrated financial need will then be eligible to receive financial assistance from the fund. The recipients shall be selected by the Office of Student Financial Services.

Utica College Academic and Community Scholarship

Established by Anthony C. '72 and Barbara Paolozzi, scholarship and financial assistance awards made from the Utica College Academic and Community Scholarship Fund shall be made to deserving full-time students who have chosen to pursue a career in a medical health related field. To qualify, a student must excel academically, show strong community service and leadership, and demonstrate financial need. The Office of Student Financial

Services shall submit the names and qualifications of three candidates for this award to Anthony Paolozzi, or a designee or successor appointed by him, for selection of the recipient. If a successor or designee is not appointed or chooses not to serve, the Office of Student Financial Services shall select the recipient.

Utica College Dental Alumni Scholarship

Established by Dr. John Millett '52 and local dentists, this scholarship is awarded to a deserving pre-dental student, preferably a senior. The candidate is selected by the Pre-Professional Committee on the basis of academic achievement and his/her possession of traits that would make him/her an asset to the dental profession.

Utica College Foundation Board Scholarship

This scholarship was established by motion of the Utica College Foundation Board to be used as a general scholarship fund for students of Utica College.

Utica College Memorial Scholarship

The Memorial Scholarship Fund was established by the Utica College community to recognize deceased faculty and staff who served Utica College for a significant period. Each student must have at least a B average to be considered by a committee for the award.

Utica College Women's Club Scholarship

Awards are made to female students of at least 25 years of age on the basis of academic achievement, future promise, and financial need.

Utica First Insurance Company Scholarship

Established by Utica First Insurance Company, awards shall be made to a deserving full-time student entering his or her junior or senior year who maintains a GPA of 2.5 or better. Preference shall be given to a student majoring in business administration who plans to pursue a career in the insurance industry. If a student is not eligible based on this criteria, secondary consideration shall be given to a student majoring in computer science. The Office of Student Financial Services shall select the scholarship recipient. The recipient shall also be eligible for a paid internship with Utica First Insurance Company during the summer months.

Utica National Insurance Group Scholarship

This scholarship, funded by the Utica National Group Foundation, Inc., will be awarded to children of active employees of Utica National Insurance Group. The recipient, to be selected by the Office of Student Financial Services, must demonstrate academic merit.

Utica State Hospital School of Nursing Alumni Association Scholarship

Established by members of the Alumni Association of the Utica State Hospital School of Nursing, this scholarship shall be awarded to full-time or part-time matriculated students majoring in nursing in their junior year who demonstrate financial need, academic excellence, and are graduates of Utica State Hospital (Utica Psychiatric Center) School of Nursing, or who are the children or grandchildren of graduates of this school. If there are no applicants meeting the above criteria, any student pursuing a nursing degree is eligible. Preference will be given to a student indicating an interest or proficiency in psychiatric nursing.

Maria J. Wallace Memorial Scholarship

This scholarship was established by Edward Wallace in memory of his wife, Maria J. Wallace '85. The interest from this fund is used to provide scholarship support for full-time juniors or seniors, with a 2.75 average or better, majoring in dramatic arts and speech communication or English. The director of financial aid shall recommend candidates to Mr. Wallace, who will select the recipient.

Paul R. '50 and Margie LeFever Warburton Scholarship

Established by Paul R. '50 and Margie LeFever Warbutron, awards from this fund shall be made to deserving students majoring in management and/or economics on the basis of academic merit and financial need.

Mary Wasserman Fine Arts Scholarship

This scholarship, established by Arthur Wasserman, professor emeritus, in memory of his wife, is awarded to a fine arts major or minor with financial need. Consideration is given to the student's talent and exhibit of promise for benefiting from formal art education. In the event a fine arts major or minor is no longer offered by the College, the scholarship will be awarded to a student with demonstrated financial need as determined by the Office of Student Financial Services.

Dean E. Douglas Webster Scholarship

Established by an anonymous donor in honor of Dean Webster's service to the students of Utica College as Dean of Men from 1946 to 1960 and Dean of Students from 1960 to 1964, this scholarship is awarded to a student who plans on a career in education.

Sidney Weiss Memorial Scholarship

A financial assistance award shall be made to a student majoring in business. The recipient shall be selected by the Office of Student Financial Services.

Dean Barbara J. Welton Scholarship

This scholarship was established by an anonymous donor in recognition of Dean Welton's contribution of time and service to the students during the early years of the development of Utica College. Awards shall be made to a woman student who plans to contribute to the Utica community. The recipient must demonstrate integrity, academic merit, and financial need.

R. Barry and Mary J. White Scholarship

Established by Utica College's Vice President for Financial Affairs and Treasurer, R. Barry White and his wife Mary, this scholarship shall be awarded to deserving full-time students who demonstrate academic merit and financial need. The recipient will be selected by the Office of Student Financial Services.

Francis A. Wilcox Scholarship

Established by Francis A. Wilcox, this scholarship shall be awarded to full-time promising and needy students from Oneida, Herkimer, and Madison counties. The Office of Student Financial Services shall select the recipients.

Women's Christian Association of Utica Scholarship

Established by the Women's Christian Association of Utica, New York, this scholarship shall be awarded to students attending Utica College. The recipient will be selected by the Office of Student Financial Services.

Ronald F. and Helena D. Youngs Scholarship

This scholarship will provide financial assistance to an incoming student who is a graduate of the Young Scholars Program. Should there be no student meeting this criteria, then the scholarship will be awarded to an incoming student with a demonstrated financial need. Selection shall be made by the Office of Student Financial Services.

Dr. Donald K. Zellner Scholarship

Established by Doris Zellner in memory of her husband, Dr. Donald K. Zellner, associate professor emeritus of psychology. This scholarship is awarded to a full-time student majoring in psychology who has demonstrated academic achievement as well as financial need. All full-time psychology faculty members shall recommend awarding of the scholarship to a student of their choice.

Karl '75 and Beth Zimpel Scholarship

Established by Karl '75 and Beth Zimpel, awards from this fund are made to upperclass students with an interest in the field of geology and who are pursuing a major within the School of Arts and Sciences.

ANNUAL AWARDS

John Behrens/RSI Phoenix Award

This award, established in honor of Professor Emeritus John Behrens, is given in recognition of the personal and academic achievements of the non-traditional student and as encouragement for continued success.

Joseph Bonomo Scholarship Award

This \$100 award is given to the outstanding senior in the area of business and international studies. It was established by Mrs. Gertrude Bean to perpetuate the name of Mr. Joseph Bonomo and his high ideals of education and business. The award is based on a GPA of 3.0 or higher with consideration given to the student's involvement in extracurricular activities. Priority is given to students who have selected the international business management concentration.

Owen Comora/RSI *Tangerine* Award

Established and administered by the Raymond Simon Institute for Public Relations in honor of Owen Comora '53 former Utica College Trustee, this annual \$200 cash award is given to a member of *The Tangerine* staff whose work on the College weekly has been outstanding and effective.

Jessica Cynkus Memorial Accounting Award

This Award was established by Harry Cynkus '71 in honor of his mother. It is awarded to a full-time student entering their junior year, majoring in Accounting – CPA (until 2009, then an Accounting Major will be selected). The amount of the Award will be up to \$250 per semester and provide reimbursement for the purchase of books up to the Award amount or the actual cost of the books, whichever is less. The Award is renewable for the senior year based on continued academic merit. Selection shall be made based on academic merit by full-time Accounting faculty.

David D'Alessandro/RSI Intern Awards

These \$750 – \$2,000 awards are given to the public relations/journalism upper-level students deemed by the public relations/journalism faculty to have demonstrated academic, professional, and extracurricular excellence. The award honors and was established by David D'Alessandro '72 as a means of assisting public relations/journalism interns in covering their internship expenses.

Kathi Kowalewski Dunn '86 Therapeutic Recreation Award

Established by Joan Kay '89 in memory of her daughter, the award shall be used for the benefit of, full or part-time students studying in the Therapeutic Recreation program. The award shall be given annually to provide reimbursement for the purchase of books up to the award amount or the actual cost of books, whichever is less. The award recipients shall best demonstrate propensity for the field of therapeutic recreation and exemplify Kathi's dedication and commitment to the profession, as well as her sensitivity, heart and compassion to her patients. The recipients shall be selected by the Chair of the Therapeutic Recreation Program.

Amparo M. Escarrilla Chemistry Award

This award recognizes academic achievement in a chemistry course(s). It was named in honor of Amparo M. Escarrilla, Ph.D., professor emerita of chemistry. Recipients are selected by the full-time faculty of the chemistry department.

Robert Feldman/RSI Faculty and Student Support Grants

Established by Mr. Feldman '78, these annual grants provide funding to public relations students and faculty in support of projects, trips, and extracurricular activities.

Anthony Gagliardi/RSI Arts Award

Named for the 1952 public relations graduate, now retired after three decades as a General Motors communications executive, this annual cash award is presented to the PR graduate who has excelled in the arts as well as in public relations.

Fred and Corinne Grates/RSI Achievement Award

As a memorial to his parents, Gary F. Grates '81 Utica College Trustee, endowed this annual award to the public relations/journalism student whose personal achievements reflected those attributes shared by the most respected professionals in the field.

M. Dorisse Howe Scholarship

Awards are made to biology majors for assistance in summer studies that they take in recognized field stations or laboratories.

George E. Jones/RSI Outstanding Public Relations/ Journalism Student Awards

Established by George E. Jones '60, these four \$150 to \$200 awards to recognize outstanding Public Relations/Journalism students, are presented annually to the outstanding public relations/journalism students in each class on the basis of academic, professional, and extracurricular achievement.

Gary and Jeanne LaBella/RSI Transition Award

Presented annually, this cash award is given to the public relations/journalism major who has excelled at Utica College after transferring from a previous institution, as Mrs. LaBella did when she was an undergraduate. Gary and Jeanne graduated in 1975 and have built successful PR careers in the Washington, D.C. area.

F. Clark Laurie Prize

This is a \$50 award given annually to a full-time accounting major enrolled in the day program who is in his/her junior year.

Randall K. Nichols Award

Established by Professor Randall K. Nichols, this award will be to a full-time student in their junior year, majoring in Cybersecurity and Information Assurance. If there is not an eligible student meeting these criteria, then consideration will be given to a full-time student in their junior year majoring in Criminal Justice and/or Economic Crime Investigation. The award will provide reimbursement for the purchase of books up to the award amount or the actual cost of the books, whichever is less. The recipient shall be selected by a committee designated by the Dean of Business and Justice Studies, of whom at least one member should be a representative of the Justice Studies programs.

Joanne Reppel/RSI Contingency Grants

Established by Ms. Reppel '62, these annual grants provide funding to public relations students and faculty in support of projects, trips, and extra-curricular activities.

Dr. Michael E. Romano, MD '73 Award

Established by family and friends of Dr. Michael E. Romano, MD '73, this Award will be given annually to a pre-med student or student pursuing a career as a medical doctor. The amount of the Award will provide reimbursement for the purchase of books up to the Award amount or the actual cost of the books, whichever is less. Selection shall be made by the Office of Student Financial Services.

Eleanor and Matty Sokolow/RSI Writing Awards

Named in honor of the mother- and father-in-law of Owen Comora '53 former Utica College Trustee, this award is presented to the three public relations/journalism students who have demonstrated excellent writing proficiency in one or more public relations/journalism classes.

Ralph F. Strebel Prize

This is an annual prize of \$50 given to an outstanding pre-medical scholar. It was established by Dr. Christie E. Davis and Mary J. Davis to honor Dean Ralph F. Strebel, a pioneer of Utica College.

David F. Trad '59 Memorial Award

Established by associates of Mr. Trad at Kaman Sciences Corporation and The Rome Laboratory of Griffiss Air Force Base and Mr. Trad's family, this award is given to a freshman UC student in the computer science program who is a graduate of Whitesboro High School.

The Joseph A. and Mary E. Virkler Memorial Award

This Award will be given annually to an incoming freshman from New Hartford High School attending Utica College. The amount of the Award will provide reimbursement for the purchase of books up to the Award amount or the actual cost of the books, whichever is less. Selection for the Award shall be made by the Office of Student Financial Services.

Joseph Vogel Award for Poetry and Joseph Vogel Award for Fiction

Established by the late author Joseph Vogel, these awards are given to students for outstanding work in poetry and in fiction.

Professor Emeritus Jerome Weiss Outstanding Theatre Award

Established by Professor Emeritus Jerome Weiss, this award shall be made annually to deserving students involved in the theatre arts while at Utica College. In the case that no deserving students are identified, the Award shall not be made.

Dean Robert Woods Student Life Award

This award shall be made annually to those members of the graduating class who have made the most outstanding contributions to the quality of life on campus during the time they attended Utica College. These contributions include but are not limited to leadership in student government, athletics, the performing and fine arts, community service, student publications and media, or campus social and cultural activities. The recipients shall be selected in a manner determined by the senior student affairs officer of the College.

Dr. Mark E. Wondro Memorial Award

Financial assistance from this fund, established by the family of Dr. Wondro, is made to a full-time student who has been accepted in a school of podiatry. Each candidate must demonstrate those traits which will make him/her an asset both to his/her profession and community. Recipients shall be all-around students who demonstrate academic merit and a positive caring attitude. Preference may be given to students who demonstrate financial need.



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 REGISTRATION FOR IT DOES NOT JUSTIFY CONTINUANCE AND TO MAKE CHANGES IN REGULATIONS, CURRICULA, AND FEES AT ANY TIME.

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 Academic Support Services Center staff. If the matter cannot be resolved to the student's satisfaction, he or she will be provided with a form for petition-

ing 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. The student receives the original of this document, and a copy is retained by the school of which the student's major is a part.

Majors are subject to the following regulations:

1. Students must complete at least one major to be graduated.
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 in residence.

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

All matriculated day students are required to meet with their major program adviser(s) prior to registering for courses. The signature of the adviser is required on the Course Selection Sheet. Students will not be allowed to register if it is not signed. Subsequent course schedule changes also require approval.

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.

GRADE	GRADE POINTS (per credit hour)	GRADE	GRADE POINTS (per credit hour)
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	F	0
B-	2.7	I	0
C+	2.3	AU	Audit
C	2.0	V	Neutral

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 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

With the exception of the freshman year, a matriculated student may take one elective course each semester (a maximum of six courses) on a pass/fail basis provided he or she is not on probation. To do so, he or she must file a form, signed by the faculty adviser, requesting this privilege with the Office of the Registrar not later than two weeks after the official midterm date. The six-course limitation does not apply when taking courses that are regularly offered on a pass/fail basis. Students may not use the pass/fail option for courses taken to satisfy core, major, major-related, or minor requirements. Students on probation are not allowed to exercise the pass/fail option.

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.

AVERAGES

Students can compute their averages for each semester by dividing the number of grade points they receive by the number of credit hours of course work carried (less the credit hours earned for P grades). Their cumulative averages are computed by dividing the total of all grade points they have been awarded by the total number of credit hours carried (less the credit hours earned for P grades or certain other grades described in the section on “Repeating a Course”). A report of grades, which includes semester and cumulative averages, is mailed to students at the end of each semester.

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.”)

VARIABLE LENGTH COURSES

For courses that extend beyond the end of a semester, a grade of V will be issued by the instructor. The grade of V is a neutral grade and is replaced by the letter grade earned at the conclusion of the course.

REPEATING A COURSE

Students must repeat any required course which they fail. Students may repeat any course, assuming the course is taught in any subsequent semester during the student’s tenure. Students 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 must register for and retake the same 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 calculation of the student’s cumulative average. A course can be taken more than twice only if all previous grades were deficient as defined by the college or the major. If the course is taken more than twice, only the lowest grade is removed from calculation of the student’s cumulative average; the other grades are factored into the average.

A repeated course for which students originally received a grade of D or better does not count in the total credit hours they are taking at the time,

because they already have received credit for the course. Students must, therefore, be taking at least 12 credit hours in addition to the repeated course to qualify for full-time financial aid. A course repeated for which a student received a grade of F does not count in credit hours carried at the time it is taken, because the student has not received any prior credit for that course. Students should contact the Office of Student Financial Services if they have any questions.

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. At least 60 hours must have been carried in residence 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 in residency, 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. Students must apply for their degree by the published deadlines. Details, including deadlines, are available on the College’s website.

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.

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, 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.

MEDICAL LEAVE OF ABSENCE

The purpose of a 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 (must be done each semester for which the student requires MLOA and must be submitted 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. Submit to the Office of the Registrar.
2. Submit supporting documentation from your health care provider. The supporting documentation from your healthcare provider must include:
 - a. a basis for the medical leave
 - b. an appropriate duration of leave

To return after MLOA:

1. A physician must certify in writing that the student is ready to return from the MLOA. This letter should be sent to the Office of the Registrar.
2. The student must complete an Application for Readmission at least one week prior to the start of the term.

It is not necessary for a student to apply for a Medical Leave of Absence (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 withdraws 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).

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.

STUDENT CLASSIFICATION

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

Senior	87 hours
Junior	57 hours
Sophomore	27 hours

ADVANCED CREDIT EXAMINATIONS

Not available to students currently registered for less than 10 hours, except evening students who have been enrolled in UC evening sessions for at least four semesters.

Time: As arranged with the faculty member teaching the course in which the student is seeking the credit.

Place: As arranged with the faculty member teaching the course in which the student is seeking the credit.

Credit: Whatever hours ordinarily are awarded for the course. Students must not have taken the course previously and must not have audited the course. Students must fulfill whatever requirements are set by the faculty member responsible for the course. These may include term papers, special projects, examinations, and whatever else the faculty member deems necessary.

Cost: See the “Schedule of Tuition, Fees, and Deposits” section.

Approvals: By written petition, seek the approval of the adviser, the faculty member in charge of the course, and the dean of the school in which the course is offered.

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 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.

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.
- To pledge a sorority or fraternity. A student also needs to be at least a second-semester freshman to pledge.
- 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.

	Cumulative GPA
End of 1st semester	1.70
End of 2nd semester	1.85
End of 3rd semester	1.90
End of 4th semester and succeeding semesters	2.00

MAKE-UP EXAMINATIONS

If a student is unable to take any scheduled examination, a make-up examination may be given at the discretion of the instructor. 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.

ELIGIBILITY FOR FIELD EXPERIENCE IN CAREER PROGRAMS

Utica College's curriculum is designed to cultivate liberally educated graduates with the knowledge, skills, and personal attributes necessary for them to thrive in their chosen professions. In career programs, the level of ability which a student is expected to demonstrate reflects the College's outstanding reputation in these fields.

The performance of students in their field experiences affects the College's ability to maintain accreditation for its programs, attract highly qualified students to the College, and provide appropriate field placements for current and future students. Therefore, in programs that require field experience, the faculty monitors the progress of each student with the goal of correcting deficient performance prior to placement or, where appropriate, suggesting alternative career fields. Students are responsible for knowing the written retention policy of their program of study.

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 the credits required for their degree from a two-year college may not return to a two-year college for additional course work.

Forms for the purpose of obtaining permission for course work at other institutions are available at the Academic Support Services Center, in the Office of the Registrar, 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 cleared through the Office of the Registrar in order to become effective. Failure to do so will result in a grade of F for the course.

- Semester courses may be added or changed during the first week of the semester.
- Semester courses may be dropped without academic penalty no later than two weeks after the official mid-term date of each term.
- The schedule of deadline dates for add, change, and drop of mini-courses and physical education courses is published each semester.
- Courses dropped after the official drop date will receive a grade of WF.
- Schedule changes require the signature of an adviser.

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 aca-

demic 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.

REFUND POLICY

Undergraduate Ground Based 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 Distance Students

- Tuition (complete withdrawal)
 - 100% on or before the 3rd day of classes for each 8 week part of term
 - Thereafter, no refund will be given

Undergraduate Accelerated Second Degree in Nursing Students

- Tuition (Complete Withdrawal)
 - 100% on or before the 3rd 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.

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.

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:

$(\% \text{ of term completed}) \times (\text{total aid awarded}) = \text{earned aid}$

$(\text{Total aid awarded}) - (\text{earned aid}) = \text{unearned aid to be returned to federal government}$

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 web site 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, email 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 registration for it does not justify continuance 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.

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 exercise the pass/fail option.

Additionally, full-time matriculated students should progress toward their degrees at a rate no lower than described in the following guidelines for minimal academic progress.

MINIMAL ACADEMIC PROGRESS

For BA or BS Degree Candidates	SEMESTER									
	1	2	3	4	5	6	7	8	9	10
Number of hours carried to completion in current semester (excludes withdrawals)	6	6	9	9	12	12	12	12	12	15
Cumulative number of hours passed	3	9	21	33	45	60	75	90	105	120

Students who do not meet the guidelines for minimal academic progress will have their records reviewed by the Academic Standards Committee. They may be allowed to enroll under continuing review, placed on probation, or dismissed.

READMISSION AFTER ACADEMIC DISMISSAL

Students who are dismissed for academic reasons will not be able to take any courses in either day or evening sessions 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.

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 vice president for academic affairs and dean of the faculty.

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. They will be expected to make satisfactory progress toward earning their degrees each semester to remain at the College.

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.

VIOLETIONS 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 for definitions, policies, and procedures concerning academic misconduct.

NOTICE OF UTICA COLLEGE POLICY CONCERNING UNAUTHORIZED DISTRIBUTION OF COPYRIGHTED MATERIAL AND UNAUTHORIZED PEER-TO-PEER FILE SHARING

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

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

Violation of this policy puts users at risk for losing computing privileges, being charged with a violation of the Utica College Student Code of Conduct and resultant disciplinary sanctions, being disciplined as an employee, and/or facing civil or criminal liability.

The following links on Utica College's website set forth Utica College's file-sharing policies and provide access and information to help users comply with those policies.

- Utica College policy on Copyright and Peer-to-Peer File Sharing: <http://www.utica.edu/policies/index.cfm>
- How you can legally access music, movies, games, software, and other copyrighted materials:
https://www.utica.edu/academic/iits/copyright/legal_options.cfm
- Copyright laws, copyright protections and your rights:
www.copyright.gov/title17/92chap5.html
- Peer 2 Peer and U @ UC, a tutorial:
<http://utica.edu/academic/iits/copyright/p2pmovie/index.html>

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

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

Infringers additionally may face criminal liability if they willfully infringe

a copyright in certain situations. Violations of the above carry possible jail time (increased for multiple offenses) and fines, as well as seizure, forfeiture, and distribution of any copies or means by which the copies are made.

Article 17, Chapter 5 of the United States Code sets forth the laws concerning Copyright Infringement and Remedies (www.copyright.gov/title17/92chap5.html).

Violation of Utica College's copyright and file-sharing policies will subject individuals to appropriate disciplinary action, including, but not limited to mandatory training, loss of campus data network privileges, referral to the Office of Student Affairs for additional action through the student disciplinary process.

For the full disciplinary procedures as outlined in the Copyright and Peer-to-Peer File Sharing policy, please see <https://www.utica.edu/academic/iits/copyright/resources.cfm> or the College's established disciplinary procedures for students as outlined in the Student Handbook.

Utica College additionally takes its obligations pursuant to the Digital Millennium Copyright Act (DMCA) very seriously. If Utica College receives a notice concerning a possible infringement, the DMCA requires Utica College to take certain steps to ensure illegal file sharing or other copyright violations occurring on the Utica College network have been stopped. If Utica College receives such a notice about copyright-infringing material your computer, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

EDUCATION RECORDS AND FERPA

Utica College fully complies with the Family Education Rights and Privacy Act and its implementing regulations, each as amended (collectively known as FERPA) and with guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Annual Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, or head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only records covered by FERPA will be made available. Students may have copies made of their records, except for an academic record for which a financial "hold" exists or a transcript of an original source

document. Copies will be made at the student's expense at the prevailing rate.

- a. The Office of the Registrar maintains the student's official academic record, admissions material, copies of correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
- b. The Office of Academic Affairs maintains records of students who are reported to the office for violations of academic honesty and records of students who have been referred to the office for the resolution of academic issues. The records are maintained by the provost and vice president for academic affairs.
- c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director of student financial services.
- d. The Office of Student Employment maintains files containing information related to a student's employment in all campus based work programs. The files are maintained by the student employment coordinator.
- e. The Office of Opportunity Programs maintains files for students enrolled in those programs, which contain academic records, admissions material, and copies of correspondence with the student. These files are maintained by the director of opportunity programs.
- f. Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student's request for a period of five years after opening their file. These files are maintained by the Office of Career Services.
- g. The Office of Student Affairs maintains files of students who have been charged through the student disciplinary process with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.
- h. The Office of Residence Life maintains files related to students who live in campus residencies. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
- i. The Office of Graduate Studies maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the dean of graduate studies.
- j. The Office of Advancement maintains files on students who

pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the Office of Advancement.

- k. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the school.
 - l. The Student Health Center maintains files with student immunization and medical records. These files are maintained by the director of the Student Health Center
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
Students may ask the College to amend what they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request of amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If the hearing results in a final determination not to amend the record, the student is permitted to place a statement with the record commenting on the contested information.
3. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
The College may disclose education records without prior written consent to school officials with legitimate educational interest. A "school official" is:
- a. a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
 - b. a person serving on the Board of Trustees;
 - c. a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or
 - d. a contractor, consultant, volunteer or other outside service provider used by the College to perform institutional services and/or functions.
 - e. a person volunteering or otherwise performing services for the College.

A school official has a "legitimate educational interest" in the student records and/or the information contained therein if the official needs to review an educational record in order to fulfill his or her professional responsibilities, contractual obligations or assumed/assigned duties.

Upon request, the College discloses education records without consent to officials of another school, in which a student seeks or intends to enroll, or is already enrolled, for the purposes of the student's enrollment or transfer.

The College may disclose education records without consent to officials of another university, college, or school in which a student seeks or intends to enroll, or is already enrolled, for purposes of the student's enrollment or transfer.

The College may disclose education records without consent to parents of a dependent student as defined by the Internal Revenue Service, when proof of dependency has been provided. A "parent" is a parent, guardian, or someone acting as a parent who meets the IRS standard. The College may disclose education records without consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administer FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW.
Washington, DC 20202-4605
Phone: 800-872-5327

DIRECTORY INFORMATION

At its discretion, Utica College may provide "directory information" in accordance with 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 withhold 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, 121A 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 information 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.

Program	Page #	Program	Page #
Accounting (B.S.) 0502	184	Construction Management (B.S.)***	207
Aging Studies	187	Creative Writing (Minor only)	209
Anthropology (Minor only)	191	Criminal Justice (B.S.) 2105	210
Biochemistry (B.S.)*** 0414	192	Criminal Justice – Economic Crime	
Biology (B.S.) 0401	193	Investigation (B.S.) 2105	212
Business (see Management)		Concentrations in:	
Business Administration Graduate		Fraud Prevention and Detection	
Programs	178	Financial Investigation	
Business Economics (B.S.) 0517	196	Cybersecurity - Intelligence and	
Concentrations in:		Forensics Graduate Program	179
Business Analysis		Cybersecurity and Information	
Finance		Assurance (B.S.)	215
Chemistry (B.S. or Minor) 1905	198	Concentrations in:	
Concentrations in:		Cybercrime Investigations	
General		and Forensics	
Biochemistry		Information Assurance	
Environmental		Economic Crime	
Professional		Management (M.S.)	179
Child Life (see Psychology-Child Life)		Economics (B.A. or Minor) 2204	218
Communication (see Communication		Education, Graduate Programs	179
Arts, Journalism Studies, and Public		Education, Undergraduate	
Relations)		Programs	220
Communication Arts		Engineering (see Physics)	
(B.A. or Minor) 1506	202	English (B.A.) 1501	232
Computer Science		English Language (Minor only)	234
(B.S. or Minor) 0701	204	Film Studies (Minor only)	235
Concentrations in:		Financial Crimes Investigation	
Business		(Certificate) 5505	236
Computer Security		Foreign Languages (BA)	236
Scientific		French (Minor)	
		See also, Foreign Languages	238

* Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

**HEGIS Code

***Utica College undergraduate degree

Program	Page #	Program	Page #
Gender Studies (Minor only)	239	Liberal Studies (B.S.) 4901	268
Geoscience (B.S. and B.A.***)		Liberal Studies (M.S.) 4901	182
and Minor)	241	Literature (Minor only)	269
Gerontology (Advanced Certificate)	180	Management (B.S. or Minor) 0506 .	270
Government and Politics		Concentrations in:	
(B.A.) 2207	244	General	
Concentrations in:		Human Resources Management	
International Business		Marketing Management	
Management		Risk Management and Insurance	
Political Public Relations		Mathematics	
Public Administration		(B.A. or Minor) 1701	273
Social Sciences		Nursing (B.S.) 1203	276
Government (Minor only)	247	Nursing Accelerated Second	
Health Care Administration	181	Bachelor's Degree	280
Health Care Advocacy Navigation		Occupational Therapy (M.S.)	182
(Minor only)	285	Occupational Therapy – Weekend	
Health Studies (B.S.) 1299	247	Program (M.S.)	182
Health Studies – Human Behavior		Philosophy (B.A.) 1509	283
(B.S.) 2101	250	Physical Therapy (D.P.T.)	183
Health Studies – Management		Physics (B.A. or B.S.) 1902	287
(B.S.) 1202	252	Psychology	
History (B.A. or Minor) 2205	255	(B.S. or B.A. or Minor) 2001	290
Homeland Security and		Psychology-Child Life (B.S.) 2009 . .	293
Emergency Management	257	Concentrations in:	
Human Rights Advocacy		Child Life Specialist	
(Minor only)	260	Child Studies	
International Studies (B.A.) 2210 . .	261	Public Relations (B.S.) 0699	296
Concentrations in:		Public Relations-Journalism Studies	
Language, Culture & Literature		(B.S.) 0601	298
International Relations,		Recreation Leadership (Minor only)	300
Comparative Politics and		Risk Management and Insurance	
Comparative History		(B.S.***) or minor)	301
Economics, Development and		Sociology and	
Environment		Anthropology (B.A.) 2208	303
International Law, Security &		Sociology (Minor only)	306
Human Rights		Spanish (Minor)	
Journalism Studies (B.S. or Minor)		See also, Foreign Languages	307
0602	265	Theatre (Minor only)	307
Liberal Arts – Engineering		Therapeutic Recreation (B.S.) 2199 .	308
(see Physics)		Writing (Minor only)	311

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.”

***Utica College undergraduate degree

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 CPAs. Upon completion of the degree, students will be eligible to sit for the CPA licensure examination

For more information, contact Dr. Zhaodan Huang, program director, at (315) 792-3247.

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. For more information about this program, contact Dr. Zhaodan Huang, program director, at (315) 792-3247.

Cybersecurity – Intelligence and Forensics

The online M.S. in Cybersecurity – Intelligence and Forensic 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 two 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.

For more information, contact Professor Joseph Giordano, program chair, at (315) 223-2521.

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. For more information about this program, contact Suzanne Lynch, program director, at (315) 223-2455.

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 contexts.

Flexible options exist for completing degree requirements. For more information, contact the Institute for Excellence in Education at (315) 792-3815 or the Office of Graduate Admissions at (315) 792-3010.

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.

Advanced Certificate in Gerontology

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

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

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

For more information about this program, contact Sarah Burnett-Wolle at saburnettwolfe@utica.edu.

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

Continuum of Care:

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

For more information about this program, contact Dr. Dana Brooks Hart at (315) 792-3375.

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. For more information about this program, contact Dr. Mary Anne Hutchinson, director of the program, at (315) 792-3124.

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 case-based approach to learning, 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.

For more information about this program, including placement opportunities, contact Dr. Nancy Hollins at (315) 223-2480.

Physical Therapy

The Physical Therapy department offers both an entry-level graduate program and a transitional program, both leading to the doctor of physical therapy degree.

Entry-Level Program

The entry-level program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong liberal studies education and affords students the opportunity to integrate foundational knowledge with professional education. The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Designed in a problem-based learning format, the curriculum places particular emphasis on self-directed, student-centered learning. Problem-based learning is an interactive educational model that uses small group discussion of clinically relevant problems (case studies) to provide the context for learning. Through carefully designed problems, this process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base. The expected outcome is an entry-level practitioner able to meet current and future needs of the profession and health care system. For more information about this program, including placement opportunities, contact Shauna Malta, PT, DPT, MS, chairperson, at (315) 792-3313.

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. For more information about this program, contact Denise McVay, P.T., D.P.T., director, at (315) 223-2525.

Major in Accounting*

(Bachelor of Science Degree)

Faculty: Basu, Caster, Hansen

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
General Education Core	34 – 55	

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
Management 202	Applied Integrated Management	3	2
		39	

Major-Related Course Requirements

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

Computer Science 117	Microcomputers and Application Software	3	1
Computer Science 217	Computer Programming for Business Applications	3	2
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2,3
Mathematics 143 & 144 or	Mathematical Analysis for Business and Economics I and II or		
Mathematics 201	Calculus I	<u>3-6</u>	1,2
		15-18	

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- or 400-level	<u>3</u>	3,4
		13	

PRIVATE ACCOUNTING CONCENTRATION

Accounting electives	Accounting courses at the 300- or 400-level	6	3,4
Economics elective	Economics course at the 300- or 400-level	3	3,4
Finance 343 or	Money and Banking or		
Finance 351	Financial Management	<u>3</u>	3,4
		12	

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.

Major in Aging Studies

(Bachelor of Arts Degree)

Gerontology is the physical, mental, and sociological study of individuals as they grow from middle age through later life. The study is interdisciplinary in its approach, integrating information from such separate areas of study as the sciences, anthropology, psychology, philosophy, statistics, health studies, management, communication, public relations, and therapeutic recreation.

Our students graduate with the professional knowledge, skills, and experience required to pursue 21st century careers. While some graduates continue their studies in graduate school, others accept entry to mid-level positions with departments of social services, Hospice, faith-based agencies, community-based agencies, planning departments, senior citizen centers, state offices on aging, educational and research settings, long-term care, insurance agencies, congregate housing and assisted living facilities.

Total credit hours required for the degree: 120

LEARNING OBJECTIVES

To prepare students to:

- Think critically
- Articulate levels of service delivery available within the broader aging network
- Respond with skill and awareness to the general needs of the elderly
- Respond with compassion and empathy to the elderly people in their care
- Function as an integral part of a caregiving team, demonstrating good communication skills; oral comprehension and oral expression

ACADEMIC REQUIREMENTS

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

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55

Major Course Requirements

Aging Studies 101	Intro to Aging	3	1
Aging Studies/Biology 214	Biology of Aging	3	2,3
Aging Studies 273	Community Placement	3	2,3
Aging Studies 320	Supportive Senior Housing	3	3,4
Aging Studies 411	Aging and Mental Health	3	3,4
Aging Studies 490	Capstone Project	3	4
Health Studies 101	Intro to Health Professions	1	1

Health Studies 445			
or			
Sociology 312 Clinical			
or			
Social Science Research	.....	3	4
Philosophy 107	Ethics		
or			
Philosophy 108*	Professional Ethics.....	3	1,2
Psychology 101*	Introduction to Psychology.....	3	1,2
Psychology 211			
or			
Math 112			
or			
Economics 241*	Statistics.....	3	1,2
Psychology 237	Group Dynamics – Introduction to Group Development and Group Process.....	3	2,3
Psychology 327	Adulthood and Aging.....	3	3,4
Psychology-Child Life 374	The Helping Relationship		
or			
Psychology 372	The Counseling and Interviewing Process	3	3,4
Therapeutic Recreation 315	Leisure, Health and Wellness.....	3	3,4
		<u>3</u>	<u>43</u>

* Indicates course may be used to satisfy core requirement.

Electives:

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

Aging Studies 218	Rural Elderly.....	3	2,3
Aging Studies 300	Special Topics.....	3	3,4
Aging Studies 314	Writing with Older Adults.....	3	3,4
Aging Studies 315	Aging & Intellectual Developmental / Disabilities.....	3	3,4
Aging Studies 400	Special Topics in Aging Studies.....	3	3,4
Anthropology 449	Anthropology of Aging.....	3	3,4
Communication 237	Introduction to Health Communication (Note: COM 101 or 103 prereq)....	3	2,3
Economics 375	Health Economics.....	3	3,4
Government 332	Public Administration.....	3	3,4
Health Studies 337	Care of the Human Spirit.....	3	3,4
Management 101	Intro to Contemporary Business.....	3	1,2
Philosophy 385	Healthcare Ethics.....	3	3,4
Psychology/Child Life 375	Death, Dying, & Bereavement.....	3	2,4
Public Relations 182	Intro to Public Relations.....	3	1,2
Sociology 307	Bureaucracy and Culture: U.S. Health Care System.....	3	3,4
		<u>3</u>	<u>15</u>

Additional 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. Students are encouraged to select courses that complement their area of interest; for example, courses in Anthropology, Communications, Health Studies, Management, Public Relations, Marketing, Psychology, Sociology or Therapeutic Recreation

Certificate in Aging Studies

The purpose of this program is to foster awareness of the needs of the elderly and to develop skills to meet those needs. Within the aging network there are many levels of service delivery. All require appropriate levels of training. The knowledge and skills gained through this certificate program are well suited for persons seeking entry level employment in the aging network, while those already employed in the network will increase their knowledge of the aging process and further develop their skills. (Students who already are matriculated in a degree program are ineligible for the certificate.) The Certificate of Gerontology is offered in combination with traditional classroom and online distance learning.

Total credit hours required for certificate: 30

Required Courses

		<i>Credit Hours</i>
Aging Studies 101	Introduction to Aging.....	3
Aging Studies/Biology 214	Biology of Aging.....	3
Aging Studies 411	Aging and Mental Health.....	3
Aging Studies 490	Capstone Project.....	3
Psychology 101	Introduction to Psychology.....	3
Psychology 327	Adulthood and Aging.....	3
Therapeutic Recreation 315	Leisure, Health and Wellness.....	3
		21

ELECTIVES

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

Aging Studies 218	Rural Elderly
Aging Studies 273	Community Placement
Aging Studies 300	Special Topics
Aging Studies 314	Writing with Older Adults
Aging Studies 315	Aging & Intellectual/Developmental Disabilities
Aging Studies 320	Supportive Senior Housing
Aging Studies 400	Special Topics in Aging Studies
Anthropology 449	Anthropology of Aging
Communication 237	Introduction to Health Communication
(Note: COM 101 or 103 prereq)	
Economics 375	Health Economics

Government 332	Public Administration
Health Studies 337	Care of the Human Spirit
Management 101	Intro to Contemporary Business
Philosophy 385	Healthcare Ethics
Psychology 237	Group Dynamics – Introduction to Group Development and Group Process
Psychology-Child Life 374 or	The Helping Relationship
Psychology 372	The Counseling and Interviewing Process
Psychology-Child Life 375	Death, Dying, and Bereavement
Public Relations 182	Intro to Public Relations
Sociology 307	Bureaucracy and Culture: U.S. Health Care System

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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

	<i>Credit Hours</i>
Aging Studies 101	3
Aging Studies /Biology 214	3
Aging Studies 411	3

ELECTIVES

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

Aging Studies 218	Rural Elderly
Aging Studies 273	Community Placement
Aging Studies 300	Special Topics
Aging Studies 314	Writing with Older Adults
Aging Studies 315	Aging & Intellectual/Developmental Disabilities
Aging Studies 320	Supportive Senior Housing
Aging Studies 400	Special Topics in Aging Studies
Anthropology 449	Anthropology of Aging
Communication 237	Introduction to Health Communication

(Note: COM 101 or 103 prereq)

Economics 375	Health Economics
Government 332	Public Administration
Health Studies 337	Care of the Human Spirit
Management 101	Introduction to Contemporary Business
Philosophy 385	Healthcare Ethics
Psychology 237	Group Dynamics
Psychology 327	Adulthood and Aging (Note: PSY 101 prereq)
Psychology-Child Life 374	The Helping Relationship
or	
Psychology 372	The Counseling and Interviewing Process
Psychology-Child Life 375	Death, Dying, and Bereavement
Sociology 307	Bureaucracy and Culture: U.S. Health Care System
Therapeutic Recreation 315	Leisure, Health and Wellness

9

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.

*Credit
Hours*

Required Courses

Anthropology 205	Human Beings in Evolutionary Perspective	3
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Linguistics Elective

One of the following courses:		3
English 313	American Social Dialects	
English 318	Introduction to Linguistics	
Anthropology 351	Language and Culture	

Biology Elective

One of the following courses:		3
Biology 111	Human Ecology	
Biology 113	Human Genetics	

Anthropology Electives

Nine credits in Anthropology at the 200-, 300-, 400- or 500-level. . .	9
	18

Major in Biochemistry

(Bachelor of Science Degree)

Faculty: Aaronson, Barr, Boucher, Buchanan, Pack, Pulliam, A. Thomas, J. Thomas

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.)

	<i>Credit Hours Taken</i>
General Education Core	34 – 55

Major Course Requirements – Chemistry Core

Chemistry 211, 212	General Chemistry I, II	8	1
Chemistry 213	Research Methods	3	1
Chemistry 331, 332	Organic Chemistry I, II	8	2
Chemistry 323	Quantitative Analysis	5	3,4
Chemistry 345	Physical Chemistry I: Thermodynamics & Kinetics	3	3,4
Chemistry 495	Senior Seminar	2	3,4
		<u>29</u>	

Major-Related Course Requirements

Mathematics 201, 202	Calculus I and II	6	1,2
Physics 151, 152	General Physics I, II or		
Physics 261, 262	Physics I, II2	8	2,3
		<u>14</u>	

Biochemistry Major

Biology 211	General Biology I	4	1
Biology 321	Genetics	4	2,3
Biology 327	Cell Biology	4	2,3
Chemistry 363	Biochemistry	3	3,4
Chemistry 363L	Biochemistry Laboratory	1	3,4
Chemistry 463	Biochemistry II	3	3,4
Biology 453	Molecular Biology	4	3,4

Chemistry and Biology Electives

300 or higher level – must have two from chemistry and one from biology	<u>9-11</u>	3,4
	32-34	

Major in Biology

(Bachelor of Science Degree)*

Faculty: Aaronson, Buchanan, Kurtz, McCarthy, Pack, Provost, Ralston, Scanga, J. Thomas, Wise

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 con-

sidering 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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	28 – 46	1,2,3,4

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)

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
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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

19-20

Upper Level Biology Electives

Biology Elective Courses at the 300, 400, or 500 level*	11	3 or 4
	11	

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
		3	

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
	19	

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.

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)

Faculty: Fenner, Huang, Morgan-Davie

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55

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
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 241	Statistics	3	2
Economics 332	Managerial Economics	3	3
Economics 448	Business and Economic Forecasting	3	3, 4
Economics 474	Economic Research Proposal	1	3, 4
Economics 475	Research Project in Economics	3	4
Finance 333	Corporate Finance	3	2
Management 101	Introduction to Contemporary Business	3	1
Management 201	Principles of Integrated Management	3	2
Management 202	Applied Integrated Management	3	2
Mathematics 143 & 144	Mathematical Analysis for Business & Economics I and II		
or			
Mathematics 201	Calculus I	3 or 6	1, 2
Risk Management and Insurance 273	Introduction to Risk Management and Insurance	3	2
		46	49

Concentration

CONCENTRATION IN BUSINESS ANALYSIS

Economics 401	Economics of Competitive Strategy	3	3, 4
Economics elective	Economics course (300- or 400-level)	3	3, 4
Management 401	Management Science	3	3, 4
Management elective	Management course (300- or 400-level)	3	3, 4

Economics 470

or

Finance 470

or

Elective in Economics, Finance, or Management

or Risk Management and Insurance (300- or 400-level)	3	3, 4
	15	

CONCENTRATION IN FINANCE

Accounting 303	Cost Management	3	3, 4
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Economics/Finance 343	Money and Banking	3	3, 4
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Finance 351	Financial Management	3	3, 4
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Finance 352	Investments.	3	3, 4
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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)**Faculty: Barr, Boucher, Malele, Pulliam, Tehan, A. Thomas*

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55

Major Course Requirements

Chemistry 211, 212	General Chemistry I, II	8	1
Chemistry 213,	Introduction to Chemical Research		
	Methods	3	1
Chemistry 331, 332	Organic Chemistry I, II	8	2
Chemistry 323	Quantitative Analysis	5	3,4
Chemistry 345	Physical Chemistry I:		
	Thermodynamics & Kinetics.	3	3,4
Chemistry 495	Senior Seminar.	<u>2</u>	3,4
		29	

Major-Related Course Requirements

Mathematics 201, 202	Calculus I, II.	3	1,2
Physics 151, 152	General Physics I, II		
or			
Physics 261, 262	Physics I, II ²	<u>8</u>	2,3
		14	

Concentration

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

GENERAL CONCENTRATION

Chemistry 423	Instrumental Methods	5	3,4
Chemistry 473	Inorganic Chemistry.	4	3,4
Chemistry Electives	300 or higher level.	6	3,4
Biology 211, 212	General Biology I, II		
or			
Geology 225, 226	Physical Geology and Historical		
	Geology.	<u>8</u>	1,2
		23	

BIOCHEMISTRY CONCENTRATION

Chemistry 363	Biochemistry	3	3,4
Chemistry 363L	Biochemistry Laboratory	1	
3,4			
Chemistry 433	Advanced Organic Chemistry.....	3	
3,4			
Chemistry Electives	300 or higher level.	3	3,4
Biology 211, 212	General Biology I, II	8	1
Biology 321	Genetics	4	2,3
Biology 327	Cell Biology	4	3,4
Biology 453	Molecular Biology.....	4	3,4
		<u>30</u>	

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
		<u>34</u>	

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
		<u>22</u>	

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

		<i>Credit Hours</i>
Chemistry 211	General Chemistry I	4
Chemistry 212	General Chemistry II	4
Chemistry 331, 332	Organic Chemistry I, II	8
Chemistry electives	300- or 400- level.	<u>5</u>
		21

Major in Communication Arts

(Bachelor of Arts Degree)

Faculty: Downing, Habbel, Miller

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
General Education Core	34	– 55

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
		27

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.

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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

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

Major in Computer Science

(Bachelor of Science Degree)

Faculty: Huss, Kim, LaBella, Rivera

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
General Education Core	34 – 55	

Major Course Requirements

Computer Science 101	Computer Science I	3	1
Computer Science 102	Computer Science II	3	1
Computer Science 201	Discrete Mathematics I	4	1
Computer Science 301	Discrete Mathematics II	3	2
Computer Science 303	Computer Organization and Programming	4	2
Computer Science 316	Object-Oriented Programming	3	2
Computer Science 322	Data Structures and Algorithms	3	3
Computer Science 323	Introduction to Networks	3	3,4
Computer Science 325	Programming Languages	3	3,4
Computer Science 343	Database Systems	4	3,4
Computer Science 425	Operating System Concepts	3	3,4
Computer Science 433	Software Engineering	3	4
		<u>39</u>	

Major-Related Courses

Mathematics 201	Calculus I	3	1,2
Mathematics 202	Calculus II	3	1,2
Philosophy 108	Professional Ethics	3	2,3
		<u>9</u>	

Concentration

Students must choose one of three concentrations:

SCIENTIFIC CONCENTRATION

Mathematics 301	Calculus III	3	2,3
Mathematics 321	Probability and Statistics	3	3,4
Mathematics 331	Linear Algebra	3	3,4
Physics 261	Physics I	4	1,2
Physics 262	Physics II	4	1,2
		<u>17</u>	

BUSINESS CONCENTRATION

Mathematics 112	Basic Statistics	3	1,2
or			
Economics 241	Statistics	3	1,2
Accounting 201	Financial Accounting	3	1,2
Economics 141	Principles of Macroeconomics	3	1,2
Finance 333	Corporation Finance	3	2,3
Management 101	Introduction to Contemporary Business	3	2,3
		<u>15</u>	

COMPUTER SECURITY CONCENTRATION

Mathematics 112	Basic Statistics	3	1,2
or			
Economics 241	Statistics	3	1,2
Criminal Justice 333	Information Security	3	2,3
Criminal Justice 335	Cybercrime Law & Investigations	3	2,3
Criminal Justice 355	Cybercrime Investigations and Forensics I	3	3,4
Computer Science 432	Computer and Network Security	4	4
		<u>16</u>	

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

	<i>Credit Hours</i>
Computer Science 101	3
Computer Science 102	3
Computer Science 201	4
Computer Science	300/400 level electives.....
	<u>9</u>
	19

Major in Construction Management

(Bachelor of Science Degree)

Faculty: Dubbelde, Todorov

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34 – 55	1,2

Major Course Requirements

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

Major-Related Course Requirements

Accounting 201	Financial Accounting	3
Communication Arts 103	Introduction to Public Speaking.	3
Economics 131	Principles of Microeconomics.	3
Economics 141	Principles of Macroeconomics	3

Economics 241	Statistics	3
Economics 344	Labor Problems	3
Geology 225	Physical Geology	4
Management 201	Principles of Integrated Management	3
Business 301 The	Legal Environment of Business	3
Mathematics 151	Pre-Calculus	3
Philosophy 108	Professional Ethics	3
Physics 151	General Physics I:	
	Mechanics, Heat and Waves	4
Physics 152	General Physics II:	
	Electricity, Optics, Radiation	4
		42

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

	<i>Credit Hours</i>
English 307	Beginning Creative Writing 3
English 406	Advanced Fiction Workshop 3
or	
English 407	Advanced Poetry Workshop 3
English 477	Senior Seminar in Creative Writing: Fiction 3
or	
English 478	Senior Seminar in Creative Writing: Poetry 3
 Choose three of the following courses:	
English 372	Studies in Short Fiction 3
English 373	The Novel 3
English 374	Forms and Art of Poetry 3
English 396	American Literature: 1945 to the Present 3
English 397	Contemporary American Poetry 3

Major in Criminal Justice

(Bachelor of Science Degree)

Faculty: Ryan, Virkler, Van Slyke, Walsh

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.)

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 342	Constitutional Law in the Criminal Process	3	3
Criminal Justice 351	Comparative Criminal Justice Systems	3	3
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 electives	3 - 6	4
		<u>19 - 28</u>	

*Available only with permission from the director of the program

Major-Related Requirements

Psychology 101	Introduction to Psychology	3	1,2
Sociology 151	Human Society.....	3	1,2
Sociology 252	Racial and Cultural Minorities	3	2,3
Sociology 274	Criminology.....	3	2,3
Mathematics 112	Basic Statistics	3	1,2,3,4
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 341	Jurisprudence of the Criminal Law ...	3	3,4
Psychology 372	The Counseling and Interviewing Process	3	3,4

Choose one of the following courses:

Psychology 322	Adolescence	3	3,4
Psychology 331	Social Psychology	3	3,4
Psychology 361	Abnormal Psychology.....	<u>3</u>	3,4
		27	

Major Electives

(at least two courses must be at the 300 or 400 level)

Criminal Justice 212	American Policing.....	3	2,3
Criminal Justice 221	Issues in Juvenile Justice.....	3	2,3
Criminal Justice 224	American Corrections	3	2,3
Criminal Justice 250	Probation/Parole and Sentencing.....	3	2,3
Criminal Justice 305	Terrorism	3	3,4
Criminal Justice 314	Modern Techniques in		
	Criminal Investigation	3	3,4

Criminal Justice 324	Violence in the Workplace	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 345	Criminal Evidence	3	3,4
Criminal Justice 382	Administrative Issues in Criminal Justice	3	3,4
Criminal Justice 300	Special Topics		2,3,4
Criminal Justice 441	Applied Legal Research and Communication	3	4
		12	

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.

Major in Criminal Justice – Economic Crime Investigation

(Bachelor of Science Degree)

Faculty: Lynch, Rebovich

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)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
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
		<u>3</u>	
			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
		<u>3</u>	
			18

FRAUD PREVENTION AND DETECTION

Criminal Justice 347	Fraud Prevention and Detection Technologies	3	3,4
Criminal Justice 353	Fraud Prevention Techniques	3	3,4
Criminal Justice 354	Payment Systems and Fraud	3	3,4
Criminal Justice 365	Advanced Issues in Economic Crime	3	3,4
Criminal Justice 444	Fraud and Compliance Operations	3	3,4

Concentration Elective: Select one of the following:

Criminal Justice 313	Corruption and Organized Crime	3	3,4
Criminal Justice 314	Modern Techniques in Criminal Investigation	3	3,4
Economics 343	Money and Banking	3	3,4
Risk Management and Insurance 273	Introduction to Risk Management and Insurance	3	3,4
Philosophy 108	Professional Ethics	3	3,4
		<u>3</u>	
			18

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)

Faculty: Giordano, Nichols, Popyack

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.

*Credit Year
Hours Taken*

General Education Core 34 – 55

Major Course Requirements

Criminal Justice 107	Computer Hardware and Peripherals. .	3	1
Criminal Justice 333	Information Security.	3	3
Criminal Justice 335	Cybercrime Law and Investigations . .	3	3
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 above electives.	3 - 6	4
		<u>18 – 27</u>	

*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

Philosophy 108	Professional Ethics.....	3	1
Sociology 274	Criminology.....	3	2
Mathematics 112	Statistics	3	1,2
or			
Psychology/Sociology 211	Statistics in the Behavioral Sciences...	3	2
or			
Economics 241	Statistics	3	2
Mathematics 201	Calculus I**	3	2
Government 341	Jurisprudence of the Criminal Law***.	3	3

** 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

Criminal Justice 101	Introduction to Criminal Justice Research Methods	1	1
Criminal Justice 103	Introduction to Criminal Justice.....	3	1
Criminal Justice 355	Cybercrime Investigations and Forensics I	3	3
Criminal Justice 356	Cybercrime Investigations and Forensics II	3	3
Criminal Justice 455	Cybercrime Investigations and Forensics III	3	3

Electives:

Select two of the following upon recommendation of adviser:

Computer Science 303	Computer Organization and Programming	4	3
Computer Science 323	Introduction to Networks.....	3	3
Computer Science 432	Computer and Network Security	4	3
Criminal Justice 314	Modern Techniques of Criminal Investigation.....	3	3
Criminal Justice 328	Security Administration.....	3	3
Criminal Justice 362	Information System Threats, Attacks and Defenses	3	3,4
Criminal Justice 345	Criminal Evidence.....	3	3,4
Criminal Justice 438	System Vulnerability Assessments	3	4

19 – 21

INFORMATION ASSURANCE

Computer Science 101	Computer Science I
Computer Science 102	Computer Science II
Computer Science 201	Discrete Mathematics I
Computer Science 316	Object-Oriented Programming
Computer Science 323	Introduction to Networks
Computer Science 432	Computer and Network Security

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)

Faculty: Basu, Fenner, Huang, Morgan-Davie

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.)

Credit Year
Hours Taken

General Education Core 34 – 55

Major Course Requirements

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

Economics 131	Principles of Microeconomics	3	1
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2
Economics 332	Managerial Economics	3	3,4
Economics 341	Intermediate Macroeconomic Theory	3	3,4
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
		<u>34 – 40</u>	

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
		<u>18 or 21</u>	

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 understanding 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, government, 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. 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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2
Education 301	Foundations of Literacy	3	2,3
Education 302	Literacy and Comprehension: Birth–Childhood	3	3
Education 215	Diversity, Disabilities, and Success	3	2,3
Education 316	Social Studies/Literacy Methods: Birth-Childhood	3	3
Education 344	Science and Technology Methods, Birth-Childhood	3	3
Education 345	Mathematics Methods, Birth-Childhood	3	3
Psychology-Child Life 323	Early Intervention	3	3
Psychology 321	Infancy and Childhood	3	2,3
Psychology-Child Life 373	Play as Curriculum	3	3
Education 321	Foundations of American Education	3	3,4
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	<u>6</u>	4
		43	

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2,3
Education 218 2	Curriculum & Instruction	3	
Education 301	Foundations of Literacy	3	2,3
Education 302	Literacy and Comprehension: Birth–Childhood	3	3
Education 314	Children’s Literature	3	2,3
Education 215	Diversity, Disabilities, and Success . . .	3	3
Education 316	Social Studies/Literacy Methods, Birth-Childhood	3	3
Psychology 321	Infancy & Childhood	3	2,3
Education 321	Foundations of American Education . .	3	3,4
Education 344	Science and Technology Methods, Birth-Childhood	3	3
Education 345	Mathematics Methods, Birth-Childhood	3	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
		<hr/> 43	

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2,3
Education 215	Diversity, Disabilities, and Success	3	2,3
Education 218	Curriculum and Instruction	3	2
Education 301	Foundations of Literacy	3	2,3
Education 302	Literacy and Comprehension: Birth-Childhood	3	3
Education 314	Children's Literature	3	2,3
Education 316	Social Studies/Literacy Methods, Birth-Childhood	3	3
Education 344	Science & Technology Methods, Birth-Childhood	3	3
Education 345	Mathematics Methods, Birth-Childhood	3	3
Psychology 321	Infancy and Childhood	3	2,3
Psychology-Child Life 323	Early Intervention	3	2,3
Psychology-Child Life 373	Play as Curriculum	3	2,3
Education 321	Foundations of American Education	3	3,4
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
		<hr style="width: 100%; border: 0.5px solid black; margin-bottom: 5px;"/> 52	

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Education Psychology	3	2,3
Education 215	Diversity, Disabilities, and Success	3	3
Education 218	Curriculum and Instruction	3	2
Education 301	Foundations of Literacy	3	2,3
Education 302	Literacy and Comprehension: Birth-Childhood	3	3
Education 314	Children's Literature	3	2,3
Education 316	Social Studies/Literacy Methods: Birth-Childhood	3	3
Education 321	Foundations of Education	3	2,3
Education 325	Assessment of Children and Youth with Special Needs.	3	2,3
Education 326	Methods in Childhood Special Education	3	2,3
Education 328	Methods and Curriculum for Working with Students with Severe Disabilities	3	2,3
Education 344	Science & Technology Methods, Birth-Childhood	3	3
Education 345	Mathematics Methods, Birth-Childhood	3	3
Psychology 321	Infancy and Childhood	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
		<u>55</u>	

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.

		<i>Credit Hours</i>	
Education 303	Literacy and Comprehension:		
	Middle-Adolescence	3	
Education 312	Practical Teaching Methodologies	3	
Education 333	Adolescent English/Language Arts Methods		
or			
Education 334	Adolescent Social Studies Methods		
or			
Education 335	Adolescent Mathematics Methods		
or			
Education 337	Adolescent Science Methods	3	3,4
Psychology 322	Adolescent Psychology	3	
		12	

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2,3
Education 215	Diversity, Disabilities, and Success . . .	3	2,3
Education 301	Foundations of Literacy	3	2,3
Education 303	Literacy and Comprehension:		
	Middle-Adolescence	3	3
Education 312	Practical Teaching Methodologies	3	3
Education 316	Social Studies/Literacy Methods:		
	Birth-Childhood	3	3
Education 321	Foundations of American Education . .	3	3,4

Education 333 or Education 334 or Education 335 or Education 337 Education 344	Adolescent English Language Arts Methods Adolescent Social Studies Methods ... Adolescent Mathematics Methods ... Adolescent Science Methods Science and Technology Methods, Birth-Childhood	3 3 3 3 3 3	3 3 3 3 3 3
Education 345 Education 471 Education 475 Education 476 or Education 477 Education 478 Psychology 321 Psychology 322	Mathematics Methods	3	3
	Student Teaching Seminar	0	4
	Student Teaching I.	6	4
	Student Teaching II.	6	4
	Mentored Internship I	6	4
	Mentored Internship II.	6	4
	Infancy and Childhood	3	2,3
	Adolescent Psychology	3	2,3
		46	

NOTE: Students completing the middle childhood education program with majors in biology, chemistry, English, economics, history, mathematics, physics, government and politics, social studies, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Students completing majors in management or computer science must complete at least 60 hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

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.

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2,3
Education 215	Diversity, Disabilities, and Success ...	3	2,3
Education 301	Foundations of Literacy	3	2

Education 303	Literacy and Comprehension: Middle-Adolescence	3	3
Education 312	Practical Teaching Methodologies	3	3
Education 321	Foundations of American Education . .	3	3,4
Education 333	Adolescent English/Language Arts Methods		
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
		<u>37</u>	

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.

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.

		<i>Credit</i>	<i>Year</i>
		<i>Hours</i>	<i>Taken</i>
Education 316	Social Studies/Literacy Methods, Birth-Childhood	3	3
Education 344	Science & Technology Methods, Birth-Childhood	3	3
Education 345	Mathematics Methods, Birth-Childhood	3	3
Psychology 321	Infancy and Childhood	3	2,3
		<u>12</u>	

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.

		<i>Credit Hours</i>
Education 111	Introduction to Teaching	1
Education 201	Applied Educational Psychology	3
Education 215	Diversity, Disabilities, and Success	3
Education 30	Foundations of Literacy	3
Education 303	Literacy and Comprehension: Middle-Adolescence	3
Education 305	Foundations of Special Education	3
Education 312	Practical Teaching Methodologies	3
Education 321	Foundations of Education	3
Education 325	Assessment of Children and Youth with Special Needs	3
Education 327	Adolescence Special Education Methods	3
Education 328	Methods and Curriculum: Severe Disabilities	3
Education 333	Adolescent English/Language Arts Methods	3
or		
Education 334	Adolescent Social Studies Methods	3
or		
Education 335	Adolescent Mathematics Methods	3
or		
Education 337	Adolescent Science Methods	3
Psychology 322	Adolescent Psychology	3
		49

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

		<i>Credit Hours</i>
Education 111	Introduction to Teaching	1
Education 201	Applied Educational Psychology	3
Education 215	Diversity, Disabilities, and Success	3
Education 301	Foundations of Literacy	3
Education 303	Literacy and Comprehension: Middle-Adolescence	3
Education 305	Foundations of Special Education	3
Education 312	Practical Teaching Methodologies	3
Education 321	Foundations of Education	3
Education 325	Assessment of Children and Youth with Special Needs	3
Education 327	Adolescence Special Education Methods	3
Education 328	Methods and Curriculum: Severe Disabilities	3
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 476	Student Teaching II	6
or		
Education 578	Mentored Internship	6
		46

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2
Education 215	Diversity, Disabilities, and Success	3	2,3
Education 301	Foundations of Literacy	3	2,3

Education 302	Literacy and Comprehension:		
	Birth – Childhood	3	2,3
Education 312	Practical Teaching Methodologies	3	3
Education 321	Foundations of American Education . . .	3	3,4
Education 333	Adolescent English/Language Arts Methods		
or			
Education 334	Adolescent Social Studies Methods		
or			
Education 335	Adolescent Mathematics Methods		
or			
Education 337	Adolescent Science Methods	3	3,4
Psychology 321	Infancy and Childhood		
or			
Psychology 322	Adolescent Psychology	3	2,3
Anthropology 101	Introduction to Cultural Anthropology		
or			
Sociology 252	Racial and Cultural Minorities	3	1,2
English 311	Modern English Grammar	3	2,3
English 316	Principles and Practice of ESL	3	3
English 317	ESL Through the Subject Areas	3	3
English 318	Introduction to Linguistics	3	3
Anthropology/English 351	Language and Culture	3	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
		55	

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.

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

		<i>Credit Hours</i>	<i>Year Taken</i>
Education 111	Introduction to Teaching	1	1
Education 201	Applied Educational Psychology	3	2,3
Education 215	Diversity, Disabilities, and Success . . .	3	2,3
Education 301	Foundations of Literacy	3	2
Education 312	Practical Teaching Methodologies . . .	3	3
Education 321	Foundations of American Education . .	3	3,4
Education 338	Business and Marketing Education Methods	3	3,4
Psychology 321	Infancy and Childhood	3	2,3
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
		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)

Faculty: Bergmann, Cormican, Cruz, Denman, Hutchinson, Janda, Leising, Matza, Obernesser, Orr, Richardson, Scannell, Selvick, Witucki

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34 – 55	1,2

Major Course Requirements

English 245, 246	Major Figures in English Literature.	6
English 295, 296	Major Figures in American Literature	6
English 367	Shakespearean Drama.	3
English 311, 318, or 408	English Language Requirement.	3
English 304, 307, 308, or 315	Writing Requirement.	3
English electives at the 300 or 400 level		
<i>(Must include one British and one American literature course)</i>		
<i>(Students enrolled in the TESOL program may replace two literature elective courses with English 316 and 317).</i>		
		12
		33

Major-Related Course Requirements

Literature 205, 206	Masterpieces of Western Literature.	6
Literature Elective at 300- or 400-level		3
		9

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 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

	<i>Credit Hours</i>
English 311	Modern English Grammar 3
English 318	Introduction to Linguistics 3
English 408	History of the English Language 3
	<hr style="width: 100%; border: 0.5px solid black;"/> 9
One or two of the following courses	3-6
English 245	Major Figures in English Literature . . . 3
English 303	Perspectives on Traditional Grammar . . . 3
English 316	Principles and Practices of ESL 3
English 317	ESL through the Subject Areas 3
English 335	Literature of the Tudor Period 3
English 336	Literature of the Early Stuart Period . . . 3
English 345	Restoration and Eighteenth Century Literature 3
English 367	Shakespearean Drama 3

Optional Courses

One or two of the following courses		3-6
Communications 235	Introduction to Oral Interpretation . . .	3
Journalism 261	Newswriting	3
Journalism 363	Magazine Article Writing	3
English 304	Advanced Composition.	3
English 313	American Social Dialects	3
English 315	Writing in the Professions.	3
Anthropology/English 351	Language and Culture	3
		<hr/> 15-21

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

		<i>Credit Hours</i>
Film 201	The Language of Film	3
3		
Choose twelve credits from the following:		
Film 300	Film Genres	3
Film 301	Film and Literature	3
Film 303	Blacks and Film	3
Film 304	Women and Film.	3
Film 310	The Motion Picture (may be taken up to three times) . . .	1
Film 311	Spanish & Latin American Film	3
Film 400	Topics in Film Studies.	3
		<hr/> 12

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. Applicants must possess at least an associate's degree to be eligible to study for the certificate. (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

	<i>Credit Hours</i>
Criminal Justice 334	Economic Crime Investigation 3
Criminal Justice 343	Law of Economic Crime. 3
Criminal Justice 347	Fraud Prevention and Detection Technologies 3
Criminal Justice 354	Payment Systems and Fraud 3
Criminal Justice 365	Advanced Issues in Economic Crime. . 3
Accounting 406	Forensic Accounting and Fraud Auditing <u>3</u>
	18

Major in Foreign Language

(Bachelor of Arts Degree)

Faculty: Little, Thomas, Zee

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 at the Elementary or High School levels.* 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.

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34 – 55	1,2

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.

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
Primary Language 101 and 102 **	6	1
Primary Language 201 and 202 **	6	2
 Culture/Civilization***		
One of the following: FRE 347; SPA 347; SPA 348	3	2,3,4
 Conversation***		
One of the following: SPA 227; FRE 237; SPA 327; FRE 327	3	2,3,4
 Literature***		
One of the following: FRE 288; FRE 300; FRE 388; SPA 388; SPA 300	3	2,3,4
 Advanced Grammar or Composition***		
One of the following: FRE 337; SPA 337	3	2,3,4
Electives at the 300- or 400-level. (If a topics course, may be repeated if the topic is different.)	9	3,4
One course in translation, or an additional 300- or 400-level elective	3	3,4
Language 490 Senior Research Project	<u>6</u>	4
	30-42	

Major Related Courses

ANT/ENG 351	Language and Culture	3	3,4
COM 325	Intercultural Communications	3	
		6	

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. 15-21 2,3,4

* 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:		<i>Credit Hours</i>
French 237	French Conversation and Grammar Review	3
French 288	Introduction to French Literature.	3
French 300	Topics in French and Francophone Cultures and Literatures.	3
French 311	French Film	3
French 327	Spoken French	3
French 337	Advanced French Composition and Grammar Review	3
French 347	French Civilization and Culture	3
French 388	Masterpieces of French Literature.	3
French 490	. . . . .	3-6

Or four courses from the above and one from the following Related Requirements (taught in English)*

Anthropology/English 351	Language and Culture.	3
English 318	Introduction to Linguistics	3
History 266	Modern Europe	3
Government and Politics 271	European Politics.	<u>3</u>
		15

*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

		<i>Credit Hours</i>
Anthropology 257	Introduction to Gender and Sexuality.	3
Sociology/Anthropology 423	Senior Seminar	3

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
<i>Gender in Social Context</i>	
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
Anthropology 362	Magic and Religion
Anthropology 425	Cultural Change
Anthropology 551	Contemporary Issues in Native American Life
Communication Arts 101	Introduction to Interpersonal Communication
Communication Arts 300 (depends on topic)	Topics in Communication Arts
Communication Arts 301	Advanced Interpersonal Communication
Communication Arts 325	Intercultural Communication
History 204	America Before the 20th Century
Literature 347	Images of Women in Literature
Psychology 331	Introduction to Social Psychology
Psychology 333	Intimate Relationships
Sociology 151	Human Society
Sociology 233	The Family
Sociology 252	Racial and Cultural Minorities
Sociology 255	Social Problems
Sociology 333	American Utopias
Sociology 367	Race, Class, Gender and Sexuality
Sociology 405	Sociological Theory
Sociology 552	Minority Experience in American Society”

Major in Geoscience

(Bachelor of Science degree or Bachelor of Arts degree)

Faculty: Kanfoush, Schoonmaker

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 Earth's 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 difference 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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55
Major Course Requirements	29	
Foundations of Geoscience:		
Geology 115	Elementary 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
	<hr/>	40
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 II 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:

¹Some 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.

²For 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. The Education Track of the Geoscience Minor will enable students within the education program to acquire some of the coursework necessary to attain teaching certification in Earth Science in addition to certification within their major discipline. For students with goals other than teaching, the minor is flexible enough to, with careful advising, allow students to meet their own needs.

Minimum credit hours required for minor: 18-20 (*at least 9 at or above 300-level*).

Minor Course Requirements

	<i>Credit Hours</i>
Geology 225*	4
Geology 226	4
	8

Remaining credits (10-12 total; minimum of 9 at or above 300-level) to be selected from the following:

Geology 115	Introduction to Oceanography	3
Geology 313	Introduction to Paleobiology	4
Geology 323	Hydrology & Society	4
Geology 325	Mineralogy	4
Geology 326	Petrology	4
Geology 333	Weather & Climate	4
Geology 343	Geomorphology	4
Geology 373	Sedimentology & Stratigraphy	4
Geology 390	Independent Study	1-3
Geology 398	Structural Geology and Tectonics	4
Geology 405	Earth System Science	3
Geology 410	Geoscience Seminar and Current Topics	1
Geology 450	Research in Geoscience	4
Geology 460	Field Experience in Geoscience.	4

Geology 470	Internship in Geoscience	4
Environmental Science 201	Introduction to Environmental Issues .	3
Physics 116	Principles of Astronomy: A Study of the Universe	3
History and Philosophy of Science and Technology 126	Rise of Modern Science	3
Biology 329	Evolution.	3
Chemistry 405	Environmental Chemistry	3
		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)

Faculty: Orlin, Perry, Richmond

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
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.....	<u>3</u>
	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	<u>1</u>
	4

Electives

Majors will take seven (7) elective courses, a minimum of two courses, in each of the subfields

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
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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

	<i>Credit Hours</i>
Government and Politics 101 Introduction to Politics and American Government	3
Government and Politics 212 American Political Parties and Elections	3
Government and Politics 251 Congress and the Legislative Process . .	3
Government and Politics 332 Public Administration	3
Government and Politics 345 Constitutional Law and the Governmental Process	
or	
Government and Politics 346 Civil Liberties	3
Government and Politics 333 American Public Policy	3
	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 interested in applying to the physical therapy program would need to complete the following: Anthropology 415; Biology 101; Biology 102; Gerontology 214; 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 are encouraged to meet with a physical therapy faculty member for specific advising as early in their academic career as possible.

Occupational Therapy

Students interested in applying to the occupational therapy program would need to complete the following: Anthropology 415; Biology 101; Biology 102; Biology 201; Biology 202; Gerontology 101 or 214; Health Studies 101; Health Studies 245; Health Studies 401; Health Studies 445; Philosophy 108; Psychology 101; Psychology 211; Health Studies 309; Psychology 361; and Health Studies 381. Please see Graduate Degree Programs in this section of the catalog for additional information. Students are encouraged to meet with an occupational therapy faculty member 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.)

*Credit Year
Hours Taken*

General Education Core 34 – 55

Major Course Requirements

Anthropology 101	Introduction to Anthropology		
or			
Sociology 151	Human Society	3	1
Anthropology 415	Cultures, Health, Healing	3	2,3,4

Biology 101	Anatomy and Physiology I	4	1,2,3
Biology 102	Anatomy and Physiology II	4	1,2,3
Gerontology 101 or	Introduction to Aging		
Gerontology 214	Biology of Aging	3	1,2,3
Health Studies 245 or	Human Development Across the Lifespan		
Psychology 223	Life Span Developmental Psychology .	3	1, 2, 3
Health Studies 101	Introduction to Health Professions. . .	1	1
Health Studies 401	Senior Seminar	3	3, 4
Philosophy 107 or	Ethics		
Philosophy 108	Professional Ethics	3	1,2,3
Psychology 101	Introduction to Psychology	3	1,2,3

Major Electives

Two from the following:	. . . . .	6	1,2,3
Psychology 237	Group Dynamics	3	
Psychology 256	Principles of Behavior Change	3	
Psychology 361	Abnormal Psychology	3	
Psychology 372 or	The Counseling and Interviewing Process		
Psychology- Child Life 374	The Helping Relationship.	3	
Health Studies 309	Medical Conditions and Implications .	3	
Social Studies 307	US Health Care System	3	
One from the following:	. . . . .	3	2,3
Economics 241	Statistics	3	
Math 112	Basic Statistics	3	
Psychology/ Sociology 211	Statistics in Behavioral Sciences	3	
One from the following:	. . . . .	3	3,4
Health Studies 445	Clinical Research	3	
Psychology 312	Introduction to Experimental Methods in Psychology	3	
Sociology 312	Social Science Research Methods	3	
Five from the following:	. . . . .	15 – 20	2,3,4
Biology 201 (Lab)	Gross Anatomy (OT)	4	
Biology 202 (Lab)	Neuroanatomy and Neurophysiology .	4	
Biology 205	Human Nutrition	3	
Biology 208	Pharmacology/Pathophysiology	3	
Chemistry 211 (Lab)	General Chemistry	4	
Chemistry 263 (Lab)	Introduction to Organic and Biochemistry	4	

Gerontology 300	Special Topics in Gerontology	3
Gerontology 315	Aging and Intellectual Developmental Disabilities	3
Gerontology 411	Aging and Mental Health	3
Health Studies 113	Understanding Alcoholism, Chemical Dependency and Mental Health	3
Health Studies 331	Adapted Sports	3
Health Studies 337	Care of the Human Spirit	3
Health Studies 354	Healthcare Topics Media	3
Health Studies 381	Kinesiology	3
Health Studies 400	Contemporary Topics in Healthcare	3
Health Studies 547/ ENG 547	Narratives of Disability	3
Psychology		
Child Life 323	Early Intervention	3
Psychology		
Child Life 375	Death, Dying, Bereavement	3
Physics 151 (Lab)	General Physics I	4
Physics 152 (Lab)	General Physics II	4
Psychology 276	Addictions Counseling	3
Therapeutic		
Recreation 315	Leisure, Health, Wellness	3

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34 – 55	

Major Course Requirements

Social Studies 207*	Social Organization of the U.S. Health Care System	3	1,2
Human Development			
Gerontology 101*	Introduction to Aging		
or			
Biology 214*	Biology of Aging	3	2,3
Health Studies 245	Human Development Across the Life Span (3)		
or			
Psychology 223*	Life Span Developmental Psychology (3)	3	1,2,3
Research methods: One course from the following			
Health Studies 445	Clinical Research (3)		
Psychology 312*	Introduction to Experimental Methods in Psychology (4)		
Sociology 312*	Social Science Research Methods (3) . .	3 – 4	3,4
Health Studies 401	Senior Seminar	3	4
Psychology 237*	Group Dynamics	3	2,3
Psychology 256*	Principles of Behavior Change	3	2,3
Psychology 366*	Individuals with Disabilities	3	2,3
Two of the following three courses			
Biology 112*	Human Sexuality (3)		
Psychology 361*	Abnormal Psychology (3)		
Psychology-Child Life 375*	Death, Dying and Bereavement (3) . .	6	2,3,4

One course from the following two groupings

Counseling

Psychology 372*	The Counseling and Interviewing Process (3)		
Psychology-Child Life 374*	The Helping Relationship (3)	3	3,4

Human Development

Biology 214*	Biology of Aging (3)		
Psychology 321*	Infancy and Childhood (3)		
Psychology 322*	Adolescence (3)		
Psychology 327*	Adulthood and Aging (3)	3	2,3,4
		<u>36 - 37</u>	

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*	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
		<u>12</u>	

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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 a 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.)

*Credit Year
Hours Taken*

General Education Core 34 – 55

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 Elective	One course in Management or Marketing	3	2, 3
Social Studies 207	Social Organization of the US Health Care System	3	2

One of the following mathematics options:

Mathematics 143 & 144	Mathematical Analysis for Business and Economics I and II		
or			
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	Social Science Research Methods	3 or 4	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 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 History

(Bachelor of Arts Degree)

Faculty: Cash, DeSimone, Wittner

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.

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.)

*Credit
Hours*

General Education Core 34 – 55

Major Course Requirements

History 127	America, 1877-Present	3
History 155	Introduction to Historical Research Methods	1
History 455	Historical Methods	3
History 456	Guided Historical Research	3
		10

Any two of the following three courses

History 135	The African American Experience . . .	3
History 145	Asia and the World	3
History 165	Europe and the World.	3
		6

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

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43 total credits

History majors are required to take History 155 by the spring 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 compete 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

		<i>Credit Hours</i>
<i>Two of the following four courses</i>		
History 125	America and the World	3
History 135	Africa and the Atlantic World	3
History 145	Asia and the World	3
History 165	Europe and the World	3
History Electives	200-, 300-, 400-, 500-level history courses at least 9 credits of which must be at the 300-level or higher	<u>12</u> 18

Major in Homeland Security and Emergency Management

(Bachelor of Science Degree)

Faculty: Ryan, Walsh

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

HEM 301	Introduction to Homeland Security and Emergency Management	3	3
HEM 305	Terrorism	3	3,4
HEM 321	Leadership Issues in Homeland Security and Emergency Management	3	3,4
HEM 332	Technological Challenges in Homeland Security and Emergency Management	3	3,4
HEM 343	Legal Issues in Homeland Security and Emergency Management	3	3,4
HEM 354	Communications in Homeland Security and Emergency Management	3	3,4
HEM 461	Senior Seminar	3	4
HEM 470	Internship	6-15	4
or			
HEM 475	Senior Project *	3-6	4
		24 – 36	

*Only available to online students enrolled in the major and students with appropriate professional work experience.

Major-Related Requirements

Criminal Justice 103	Introduction to Criminal Justice	3	3
Philosophy 108	Professional Ethics	3	3,4
Sociology 274	Criminology	3	3
Sociology 376	Criminological Research Methods	3	3,4
Government 332	Public Administration	3	3,4
		15	

Major and Major-Related Electives:

Select three of the following upon recommendation of advisor:

HEM 307	Homeland Security and Counter-terrorism	3	3,4
HEM 328	Security Administration	3	3,4
HEM 368	Issues in Border and Transportation Security	3	3,4

HEM 380	All-Hazards: Planning, Response, Mitigation, Recovery	3	3,4
HEM 391	National Incident Management System and Incident Command System	3	3,4
Government 333	American Public Policy	<u>3</u>	3,4
		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

HEM301	Introduction to Homeland Security and Emergency Management
HEM305	Terrorism
HEM307	Homeland Security and Counter-terrorism
HEM321	Leadership Issues in Homeland Security and Emergency Management
HEM332	Technological Issues in Homeland Security and Emergency Management

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

HEM301	Introduction to Homeland Security and Emergency Management
HEM321	Leadership Issues in Homeland Security and Emergency Management
HEM332	Technological Issues in Homeland Security and Emergency Management

HEM343	Legal Issues in Homeland Security and Emergency Management
HEM354	Communications in Homeland Security and Emergency Management

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

HEM301	Introduction to Homeland Security and Emergency Management
HEM321	Leadership Issues in Homeland Security and Emergency Management
HEM332	Technological Issues in Homeland Security and Emergency Management
HEM380	All-Hazards: Planning, Response, Mitigation, Recovery
HEM391	National Incident Management System and Incident Command System

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	<u>3</u>
		19

*Prerequisite may be waived for non-government and politics and international studies majors.

Major in International Studies

(Bachelor of Arts Degree)

Faculty: Orlin, Richmond, Wittner, Zee

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
		18	

*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
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 367	Central Europe	3	2,3,4

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.

Anthropology 251	Native American Culture and History	3	2,3,4
Anthropology 351	Language and Culture	3	2,3,4
Anthropology 551	Contemporary Issues in Native American		
	Life and Culture	3	2,3,4
English 357	Modern British Literature	3	2,3,4
French 288	Introduction to French Literature		
	(taught in French)	3	2,3,4
French 300	Topics in French and Francophone Cultures		
	and Literature (taught in French or English)	3	2,3,4

French 311	French Film (taught in French or English)	3	2,3,4
French 347	French Civilization and Culture (taught in French)	3	2,3,4
French 388	Masterpieces of French Literature.	3	2,3,4
International Studies 225	Chinese Civilization and Culture	3	2,3,4
International Studies 235	Russian Civilization and Culture	3	2,3,4
International Studies 300	Select Topics in International Studies. . .	3	2,3,4
Literature 358	World Literature in English	3	2,3,4
Philosophy 225	Eastern Thought and Culture: Buddhism	3	2,3,4
Philosophy 226	Eastern Thought and Culture: Confucianism	3	2,3,4
Spanish 311	Spanish and Latin American Film	3	2,3,4
	(taught in Spanish or English)		
Spanish 347	Introduction to Spanish Culture (taught in Spanish)	3	2,3,4
Spanish 348	Latin America Civilization and Culture	3	2,3,4
Spanish 388	Introduction to Literature in Spanish (taught in Spanish)	3	2,3,4
Approved select topics courses, 200-level or above in ANT, ENG, FLM, FRE, IST, LIT, PHI, SPA			

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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	Physical Geology	3	2,3,4
Geology 226	Historical Geology.	3	2,3,4
Geology 323	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	Introduction 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)

Faculty: Chanatry, Goldenbach

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
General Education Core	34 – 55	

Major Course Requirements

Communication Arts 130	WPNR Practicum	1
Journalism Studies 130	Tangerine Practicum	1
Journalism Studies 181	Introduction to Mass Communication	3
Journalism Studies 259	Broadcast News Writing	3
Journalism Studies 261	Newswriting	3
Journalism Studies 261L	Newswriting Lab	1
Journalism Studies 262	Reporting	3
Journalism Studies 276	Television Field Production	3
Journalism Studies 364	Editing	3
Journalism Studies 365	Publication Design	3
Journalism Studies 401	Media Ethics	3

Journalism Studies 450	Field Work in Journalism.....	3
Journalism Studies 461	Web Writing and Design	3
Journalism Studies 467	Communications Law.....	3
One from:		
Journalism Studies 362	Reporting of Public Affairs	3
Journalism Studies 371	Advanced Reporting Techniques	3
		39

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.

3

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 336	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
		<u>15</u>	

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

		<i>Credit Hours</i>
Journalism Studies 181	Introduction to Mass Communication	3
Journalism Studies 261	Newswriting.....	3
Journalism Studies 261L	Newswriting Lab	1
Journalism Studies 262	Reporting	3
One of the Following Courses:		
Journalism Studies 364	Editing.....	3
Journalism Studies 365	Publication Design	3
Journalism Studies 372	News Photography	3
Journalism Studies 461	Web Writing and Design	3
One of the Following Courses:		
Journalism Studies 381	Censorship	3
Journalism Studies 401	Media Ethics.....	3
Journalism Studies 467	Communications Law.....	3
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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>

General Education Core		34 – 55
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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: Anthropology, Economics, History, International Studies, Government and Politics, Psychology, and Sociology. At least one course must be from History.
- 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 advisers 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

		<i>Credit Hours</i>
Three of the following courses:		
English 195	American Literature and Culture	3
English 245	Major Figures in English Literature: Through the 18th Century.	3
English 246	Major Figures in English Literature: Since the 18th Century.	3
Literature 205	Masterpieces of Western Literature: Through the Renaissance.	3
Literature 206	Masterpieces of Western Literature: Since the Renaissance.	3
		9
English 367	Shakespearean Drama.	3

Electives

One 300/400-level course in each of the following areas*:

American literature	.....	3
British literature	.....	3
World literature	.....	3
		9

*Genre courses (e.g., English 372) will count toward the area their syllabi most reflect.

Major in Management

(Bachelor of Science Degree)

Faculty: Jo, Peek, Rossi, and Wang

(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.)

Credit Year
Hours Taken

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
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	<u>3</u>	3, 4
		30	

*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.)

Accounting 201	Financial Accounting.	3	2
Accounting 202	Managerial Accounting	3	2
Business Law 301	The Legal Environment of Business ..	3	2,3
Economics 131	Principles of Microeconomics	3	1
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2,3
Economics elective	300- or 400-level course in Economics.	3	3,4
Mathematics 143 and 144	Mathematical Analysis for Business and Economics I and II,		
or			
Mathematics 201	Calculus I	<u>3 or 6</u>	1,2
		24-27	

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	<u>.6</u>	3, 4
	12	

CONCENTRATION IN HUMAN RESOURCES MANAGEMENT

Choose any four of the following courses:

Economics 344	Labor Problems		
or			
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)	$\frac{12}{12}$	3, 4

CONCENTRATION IN MARKETING MANAGEMENT

Marketing 481	Marketing Management	3	3, 4
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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	$\frac{9}{12}$	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	$\frac{6}{12}$	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

		<i>Credit Hours</i>
Accounting 201	Financial Accounting	3
Economics 131	Principles of Microeconomics	3
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:		
Business Law 301	The Legal Environment of Business . . .	
Finance 333	Corporate Finance	
Management elective	Any 300- or 400-level Management course	
Elective	Any 300- or 400-level Economics, Finance, or Marketing course	6
		21

Major in Mathematics

(Bachelor of Arts Degree)

Faculty: Behforooz, Emmons, Peter, Xiao

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.)

*Credit Year
Hours Taken*

General Education Core 34 – 55

GENERAL PROGRAM

Major Course Requirements

Mathematics 201, 202,			
301, 302	Calculus I, II, III, IV	12	1,2
Mathematics 305	Fundamental Structures of Mathematics	3	2
Mathematics 321	Probability and Statistics	3	3,4
Mathematics 331	Linear Algebra	3	2,3
Mathematics 334	Abstract Algebra	3	3,4
Mathematics 401	Real Analysis I	3	3,4
Three Advanced Mathematics electives (300/400 level).		9	3,4
		36	

Major-Related Course Requirements

Computer Science 101	Computer Science I	3	1,2
Physics 261	Physics I	4	1,2
		7	

CONCENTRATION FOR PROSPECTIVE MATH TEACHERS

Major Course Requirements

Mathematics 112	Basic Statistics	3	1
Mathematics 201, 202,			
301, 302	Calculus I, II, III, IV	12	1,2
Mathematics 303	History of Mathematics	3	2,3
Mathematics 305	Fundamental Structures of Mathematics	3	2
Mathematics 313	Mathematics: A Heuristic Approach . .	3	3,4
Mathematics 331	Linear Algebra	3	2,3
Mathematics 334	Abstract Algebra	3	3,4

Two Advanced Mathematics electives (300/400 level)	6	3,4
	<u>36</u>	

Major-Related Course Requirements

Choose two of the following:

Computer Science 101	Computer Science I	3	1,2
Physics 261	Physics I	4	1,2
Physics 262	Physics II	<u>4</u>	1,2
		<u>7-8</u>	

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

	<i>Credit Hours</i>
Mathematics 201, 202, 301 Calculus I, II, III	9
Mathematics 305 Fundamental Structures of Mathematics	3
Mathematics 331 Linear Algebra	3
One course from Mathematics 317, 321, 334, 341	3
One additional Mathematics course chosen from 300- or 400-level . .	<u>3</u>
	<u>21</u>

Medicine

(See “Preparation for Graduate and Professional Schools” and “Joint Health Professions Programs.”)

Major in Nursing

(Bachelor of Science Degree)

Faculty: Abounader, Allard, Becker, Brownell, Culyer, Gleasman, Gregory, Haver, Love-Williams, Smith, Vaccaro

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 cross 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 student in nursing is required to achieve a minimum of C+ in each major course and a minimum of C in each major-related course.

Total hours required for degree: 127

ACADEMIC REQUIREMENTS

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

	<i>Credit Hours Taken</i>
General Education Core	34 – 55

Major Course Requirements (pre-licensure baccalaureate)

Nursing 311	Socialization to Professional Nursing .	3
Nursing 321	Foundations for Nursing Care	4
Nursing 326	Health Assessment	3
Nursing 346	Care of Populations and Communities	3

Nursing 332	Pathophysiology	3	
Nursing 312	Leadership and Informatics in Professional Nursing.	3	
Nursing 371	Medical/Surgical Nursing Care I.	5	
Nursing 365	Care of the obstetric population	3	
Nursing 366	Care of the aging population	3	
Nursing 333	Pharmacology	3	
Nursing 411	Health Policy Management in Professional Nursing	2	
Nursing 421	Medical/Surgical Nursing Care II	4	
Nursing 423	Senior Nursing Care Seminar Lab I	1	
Nursing 444	Care of populations with psychiatric concerns	3	
Nursing 446	Care of the pediatric population	3	
HLS 445	Clinical Research.	3	
Nursing 412	Trends in Professional Nursing.	5	
Nursing 465	End-of-Life and Palliative Care Practice	2	
Nursing 471	Advanced Medical/Surgical Nursing	5	
Nursing 473	Senior Nursing Care Seminar Lab II	1	
		<u>62</u>	

Major-Related Requirements

Biology 101, 102	Human Anatomy and Physiology I, II.	8	1
Biology 203	Microbiology.	4	2
Biology 205	Human Nutrition.	3	2
Chemistry 211	General Chemistry I.	4	1,2
Health Studies 245	Human Development Across the Life Span		
or			
Psychology 223	Life Span Developmental Psychology.	3	1,2
Health Studies 445	Clinical Research	3	4
Philosophy 107	Ethics		
or			
Philosophy 108	Professional Ethics.	3	1,2,3
Psychology 101	Introduction to Psychology.	3	1,2
Sociology 151	Human Society.	3	1,2
Mathematics 112	Basic Statistics	3	
or			
Psychology/Sociology 211	Statistics in the Behavioral Sciences.	3	2,3
		<u>40</u>	

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 126 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.

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.)

	<i>Credit Hours Taken</i>
General Education Core	34 – 55

Major Course Requirements

Nursing 311	Socialization to Professional Nursing..	3
Nursing 326	Health Assessment	3
Nursing 341	Care of Populations and Communities	3
Nursing 332	Pathophysiology	3
Nursing 312	Leadership and Informatics in Professional Nursing	3
Nursing 333	Pharmacology	3
Nursing 411	Health Policy Management in Professional Nursing	2
Nursing 412	Trends in Professional Nursing	3
Nursing 461	End of Life and Palliative Care Practice	2
		25

Major Related Requirements

Biology 101,102	Human Anatomy and Physiology I & II*	8
Biology 203	Microbiology and Lab*	4
Biology 113	Human Genetics	3
Anthropology 415	Cultures, Health and Healing	3
Psychology 101	Introduction to Psychology*	3
Sociology 151	Human Society.	3
Philosophy 107	Ethics	
or		
Philosophy 108	Professional Ethics.	3
HLS 445 Clinical Research	. . . . .	3

One from the following group:

MAT 112 Basic Statistics		
Psychology 211/Sociology 211 Statistics in the Behavioral Sciences . .		3
		<hr style="width: 100px; margin-left: 0;"/> 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 120 required must be in the liberal arts and sciences.

Major in Nursing – Accelerated Second Bachelor’s Degree (Florida)

(Bachelor of Science Degree)

Faculty: Brownell, Culyer, Love-Williams, O’Connor, Vaccaro

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 1501 North Orange Avenue, Sarasota, FL, 34236, (941) 365-0250. 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. 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.

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.

SPECIAL REQUIREMENT

The student in nursing is required to achieve a minimum of C+ in each major course and a minimum of C in each major-related course.

Total hours required for degree: 127

ACADEMIC REQUIREMENTS

*Credit Year
Hours Taken*

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)

Nursing 311	Socialization to Professional Nursing .	3
Nursing 321	Foundations for Nursing Care	4
Nursing 326	Health Assessment	3
Nursing 346	Care of Populations and Communities	3
Nursing 332	Pathophysiology	3
Nursing 312	Leadership and Informatics in Professional Nursing	3

Nursing 371	Medical/Surgical Nursing Care I.	5
Nursing 365	Care of the Obstetric Population	3
Nursing 366	Care of the Aging Population	3
Nursing 333	Pharmacology	3
Nursing 411	Health Policy Management in Professional Nursing	2
Nursing 421	Medical/Surgical Nursing Care II	4
Nursing 423	Senior Nursing Care Seminar Lab I	1
Nursing 444	Care of Populations with Psychiatric Concerns	3
Nursing 446	Care of the Pediatric Population	3
	Health Studies 445 Clinical Research	3
Nursing 412	Trends in Professional Nursing.	5
Nursing 465	End-of-Life and Palliative Care Practice	2
Nursing 471	Advanced Medical/Surgical Nursing	5
Nursing 473	Senior Nursing Care Seminar Lab II	1
		<hr/> 62

PRE-REQUISITE COURSES

Biology 101, 102	Human Anatomy and Physiology I, II.	8
Biology 203	Microbiology.	4
Biology 205	Human Nutrition.	3
Chemistry 211	General Chemistry I	4
Health Studies 245	Human Development Across the Life Span	
or		
Psychology 223	Life Span Developmental Psychology.	3
Health Studies 445	Clinical Research.	3
Philosophy 107	Ethics	
or		
Philosophy 108	Professional Ethics.	3
Psychology 101	Introduction to Psychology	3
Sociology 151	Human Society.	3
Mathematics 112	Basic Statistics	
or		
Psychology/Sociology 211	Statistics in the Behavioral Sciences	3
		<hr/> 34

Major in Philosophy

(Bachelor of Arts Degree)

Faculty: Fryc, Halliday, Riddle, Zammiello

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.)

Credit Year
Hours Taken

General Education Core 34 – 55

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
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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.

Health Studies 415	Advanced Topics in Advocacy and Navigation	3
Health Studies 419	Healthcare Advocacy and Navigation Seminar	3

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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 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

*Credit Year
Hours Taken*

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

Critical Thinking Component

One of the following:	.....	3	
Philosophy 101	Critical Thinking.....		1,2
Philosophy 206	History of Modern Philosophy.....		2,3,4
One of the following:	.....	3	
Philosophy 315	Theories of Knowledge.....		3,4
Philosophy 375	Symbolic Logic.....		3,4

Relevant Topics Component

One of the following:	.....	3	
Philosophy 335	Philosophy of Law.....		3,4
Philosophy 345	Political Ethics.....		3,4
Philosophy 425	Theories of Justice.....		3,4

One course at 300-level or higher:..... 3
 (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)

Faculty: Dake, Day, Ribaudó

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 engineering 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; Magnetic Field' the Lorentz Force Law; Electric Currents; Kirchhoff's Laws; Direct Current Circuits; including R, RC, and RLC Circuits; Reactance; Alternating Current Circuits, including R, RC, and RLC Circuits; 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; Expectations 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)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55

Major Course Requirements

Physics 163	How Things Work	3 (in core)	1
Physics 261	Physics I	4 (in core)	2
Physics 262	Physics II	4	2
Physics 363	Modern Physics	4	3
Physics/Engineering 323	Statics & Dynamics	4	2,3
Physics/Engineering 351	DC and AC Electronics	4	3
		23	

Major-Related Course Requirements

Mathematics 201	Calculus I	3 (in core)	1
Mathematics 202	Calculus II	3	1
Mathematics 301	Calculus III	3	2
Mathematics 302	Calculus IV	3	2
Chemistry 211	General Chemistry I	4 (in core)	1
Chemistry 212	General Chemistry II	4	1
Computer Science 101	Computer Science I	3	1
		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, 128 Hours):

Physics (any level)	Physics Electives	6	2,3
Physics (300,400 level)	Physics Electives	3	3
Mathematics 317	Ordinary Differential Equations	3	3
		12	

B.A. IN PHYSICS (128 Hours):

Mathematics 317	Ordinary Differential Equations	3	3,4
Biogy 211	General Biology I		
or	or		
Geogy 225	Physical Geology	4 (in core)	2,3
		7	

B.S. IN PHYSICS (128 Hours):

Physics 461	Classical Mechanics	3	3,4
Physics 462	Electricity & Magnetism	3	3,4

Physics 471	Introduction to Quantum Physics I . . .	3	3,4
Physics (300,400 level)	Physics Elective	3	3,4
Mathematics 317	Ordinary Differential Equations	3	3
		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 Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Faculty: T. Brown, Kreiger, Lindsey, Lundquist, Roberts, R.S. Smith, Specht, Vespo, Yanowitz

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
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	Introduction to Experimental 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
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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

	<i>Credit Hours</i>
Psychology 101	3
Introduction to Psychology	3

Psychology Electives

To be selected from at least four of the following five categories... 15

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

Neuroscience

Psychology 343	Sensory/Perceptual Processes
Psychology 343L	Laboratory in Sensory/Perceptual Processes
Psychology 347	Psychobiology

Learning

Psychology 256	Principles of Behavior Change
Psychology 351	Learning and Behavior
Psychology 352	Motivation and Emotion
Psychology 453	Theories of Learning

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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)

Faculty: C. Brown, Moltman, Vespo

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.

Total credit hours required for degree: 120

LEARNING OBJECTIVS

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
		<hr/>	30

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	
		<hr/>	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	
Health Studies 309	Medical Conditions.	3	
Psychology-Child Life 375	Death, Dying and Bereavement	3	
Psychology-Child Life 471	Introduction to Child-Life Internship I	1	
Psychology-Child Life 472	Introduction to Child-Life Internship II	1	
<i>Senior Year Experience:</i>			
Psychology-Child Life 475	Child Life Internship.	<hr/>	12
			34

CHILD STUDIES CONCENTRATION

Psychology-Child Life 377	Children Under Stress.	3	
Psychology-Child Life 423	Childhood Disorders	3	
Psychology 311	Psychological Assessment and Testing.	3	
Psychology 311L	Lab in Psychological Assessment and Testing.	1	

Psychology-Child Life 471	Introduction to Child Life Internship I	1
Psychology-Child Life 472	Introduction to Child Life Internship II	1
<i>Senior Year Experience:</i>		
Psychology-Child Life 475	Child Life Internship.	<u>12</u>
		<u>24</u>

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)

Faculty: Burback, MacArthur, Swann

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	31	– 60

Major Course Requirements

Communication Arts 130	WPNR Practicum	1	1, 2
Journalism Studies 130	Tangerine Practicum	1	1, 2
Journalism Studies 133	UC TV Practicum	1	1, 2
Journalism Studies 181	Introduction to Mass Communication	3	1
Journalism Studies 261	Newswriting	3	1, 2
Journalism Studies 261L	Newswriting Lab	1	1, 2
Journalism Studies 365	Publication Design	3	3
Public Relations 182	Introduction to Public Relations	3	1, 2
Public Relations 372	Publicity and Public Relations Writing	3	3, 4
Public Relations 375	Public Relations Research and Planning	3	3, 4
Public Relations 385	Public Relations Campaigns	3	3, 4
Public Relations 450	Field Work in Public Relations	3	4
Public Relations 482	Cases and Problems in Public Relations	3	3
		31	

Concentrations

Students must select one concentration from either General Public Relations or Sports Communication.

GENERAL PUBLIC RELATIONS CONCENTRATION

Choose 5 courses from the following:

Management 101	Introduction to Contemporary Business	3	1,2,3
Management 201	Principles of Integrated Management	3	1,2,3
Management 202	Applied Integrated Management	3	3,4
Marketing 311	Elements of Integrated Marketing Communication	3	3,4
Journalism 276	Television Field Production	3	1,2,3
Journalism 336	Media Programming Strategies	3	3,4
Journalism 363	Magazine Article Writing	3	3,4
Journalism 364	Editing	3	3,4
Journalism 372	Essentials of News Photography	3	3,4
Journalism 461	Web Writing and Design	3	3,4
Journalism 467	Communication Law	3	3,4
Public Relations 400	Public Relations Topics	3	3,4
Communication Arts 305	Group Problem Solving and Decision Making	3	3,4
Communication Arts 325	Intercultural Communication	3	3,4
Communication Arts 341	Organizational Communication	3	3,4
Psychology 237	Group Dynamics	3	2,3

Government and Politics 215 Public Opinion and Political Behavior.	3	2,3,4
	15	

* Note: A maximum of four Journalism courses can be applied to this concentration.

SPORTS COMMUNICATION CONCENTRATION

Public Relations 285	Sports & The Media	3	1, 2
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Select one from:

Journalism 241	Television Sportscast	3	2, 3
Journalism 374	Sportswriting	3	2, 3, 4

Select one from:

Public Relations 395	Sports Information and Public Relations	3	3, 4
Public Relations 396	Sports Marketing Communication	3	3, 4
Public Relations 397	Sports Event Planning & Management	3	3, 4

Select one from:

Public Relations 300	Topics In Sports Communication	3	3, 4
Public Relations 433	The Olympics	3	3, 4
Public Relations 435	Sports and Television	3	3, 4

Select one from:

Public Relations 454	The Business of Sports	3	3, 4
Public Relations 456	Athlete Management & Representation	3	3, 4
Public Relations 458	Sports Law	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 wishing information about the public relations retention policy should consult with their academic adviser.

Major in Public Relations and Journalism

(Bachelor of Science Degree)

Faculty: Burbach, Chanatry, Goldenbach, MacArthur, Swann

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.)

	<i>Credit Hours Taken</i>
General Education Core	34 – 55

Major Course Requirements

Public Relations 182	Introduction to Public Relations.....	3
Public Relations 372	Publicity and Public Relations Writing	3
Public Relations 375	Public Relations Research and Planning	3
Public Relations 482	Cases and Problems in Public Relations	3
Journalism Studies 130	Tangerine Practicum.....	1
Journalism Studies 181	Introduction to Mass Communication.	3
Journalism Studies 259	Broadcast News Writing.....	3
Journalism Studies 261	Newswriting.....	3
Journalism Studies 261L	Newswriting Lab.....	1
Journalism Studies 262	Reporting.....	3
Journalism Studies 276	Television Field Production.....	3
Journalism Studies 364	Editing.....	3

Journalism Studies 365	Publication Design	3
Journalism Studies 401	Media Ethics	3
Journalism Studies 461	Web Writing and Design	3
Journalism Studies 467	Communications Law	3
Communication Arts 130	WPNR Practicum	1

One from:

Journalism Studies 362	Reporting Public Affairs	3
Journalism Studies 371	Advanced Reporting Techniques	3

One from:

Public Relations 450*	Field Work in Public Relations	3
Journalism Studies 450*	Field Work in Journalism	3
		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 51

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)

Faculty: Nesbitt

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.)

	<i>Credit Hours</i>	<i>Year Taken</i>
General Education Core	34	– 55

Major Course Requirements

ACC 201	Financial Accounting	3	2
ACC 202	Managerial Accounting	3	2
BUL 302	Law of Business: Transactions and Organizations.	3	2,3
ECN 131	Principles of Microeconomics.	3	1
ECN 141	Principles of Macroeconomics	3	1
ECN 241	Statistics	3	2
ECN/FIN 343	Money and Banking	3	3,4
FIN 333	Corporate Finance.	3	3,4
FIN 351	Financial Management		
or	or		
ECN 348	Business and Economic Forecasting. . .	3	3,4
FIN 357	Financial Planning and Portfolio Analysis	3	3,4
MAT 143 & 144	Mathematical Analysis for Business and Economics I and II		
or	or		
MAT 201	Calculus I	3-6	2
RMI 273	Introduction to Risk Management and Insurance	3	2,3
RMI 483	Risk Management	3	4
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			
			3
			42-45

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

		<i>Credit Hours</i>
Accounting 201	Financial Accounting	3
Finance 333	Corporate Finance.	3
RMI 273	Introduction to Risk Management and Insurance	3
RMI 325	Principles of Insurance: Life, Health, and Annuities	3
RMI 326	Principles of Insurance: Property and Liability.	3
RMI 483	Risk Management	3

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	$\frac{3}{21}$

Major in Sociology and Anthropology

(Bachelor of Arts Degree)

Faculty: Blouet, Crist, DeAmicis, Johnsen, Ross, Singer, P. Smith

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.)

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	– 55

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	Statistics in the Behavioral Sciences		
Mathematics 112	Basic Statistics	3	2,3
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 from each field)	3	4
		<u>12</u>	<u>2,3,4</u>
		33	

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.]

History 126 America, 1500 to 1877	3
History 127 America, 1877 to present	3
A course in European history	3
A course in Non-Western history	3

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

		<i>Credit Hours</i>
Sociology 151	Human Society.....	3
Sociology 312	Social Science Research Methods	
or		
Sociology 405	Sociological and Anthropology Theory	3
Sociology Electives	.....	12
		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:

Spanish 227	Spoken Spanish I.	3
Spanish 300	Topics in Spanish and Latin American Cultures and Literatures.	3
Spanish 311	Spanish and Latin American Film	3
Spanish 315	Business Spanish	3
Spanish 327	Spoken Spanish II.	3
Spanish 337	Spanish Composition and Grammar Review	3
Spanish 347	Introduction to Spanish Culture	3
Spanish 348	Latin American Cultures and Civilizations	3
Spanish 388	Introduction to Literature in Spanish. .	3
Spanish 490	Independent Study	3

Or four courses from the above and

one from the following **Related Requirements [taught in English]** 3

Anthropology/English 351	Language and Culture
English 318	Introduction to Linguistics
History 266	Modern Europe

*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

Theatre 115	Introduction to Theatre	3
Theatre 136	Elements of Acting	3
Theatre 333	Production in the Theatre	3

Four of the following courses

All-College 377	London Learning Experience	
English 367	Shakespearean Drama	3
English/Theatre 375	Literature of the Theatre	3
Theatre 130	Practicum*	3
Theatre 300	Selected Topics	1-3
Theatre 340	Theatre Workshop*	1-3
Theatre 336	Advanced Acting	3
Theatre 400	Topics in Theatre	3
Theatre 441	Directing in the Theatre	3
Theatre 455 & 456	Theatre History I & II	<u>3</u>
		12

*No more than 3 credits of Theatre 130 and 340 can count towards the minor.

Major in Therapeutic Recreation

(Bachelor of Science Degree)

Faculty: Burnett-Wolle, Impicciatore

Therapeutic recreation (TR) is the use of recreation, leisure, and play to improve or maintain physical, cognitive, social, and emotional functioning to assist individuals in experiencing independent lifestyles and satisfying leisure experiences. Comprehensive TR involves a continuum of service that includes treatment, leisure education, and independent recreation participation. The therapeutic recreation major at Utica College is one of the very few programs in the nation that is strictly designed to educate and graduate recreation therapists with a Bachelor of Science degree in therapeutic recreation. Graduates of this program meet the requirements of the National Council on Therapeutic Recreation Certification to take the certification examination and become a Certified Therapeutic Recreation Specialist. The program also 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. Therapeutic Recreation graduates work in physical medicine and rehabilitation, mental, and behavioral health, nursing homes and other programs serving older adults, residential care for people with developmental disabilities, youth programs, community-based programs for people with and without disabilities and other areas of professional accomplishment that demand a solid foundation in the liberal arts.

Total credit hours required for degree: 124

LEARNING OBJECTIVES

- Be able to use recreation and leisure interventions to improve clients' physical, intellectual and emotional 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, 525-600 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 perceived competence in each area prior to their internship experience
- Demonstrate proficiency in reading and summarizing research articles.

SPECIAL REQUIREMENTS

The student in therapeutic recreation is required to achieve a minimum of C in each major course, a C average in major-related courses, and at least a B in the internship experience. Students must comply with the internship site rules and regulations regarding physical examinations and immunizations. Malpractice insurance is required for an internship course.

ACADEMIC REQUIREMENTS

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

	<i>Credit</i>	<i>Year</i>
	<i>Hours</i>	<i>Taken</i>
General Education Core	34	55

MAJOR COURSE REQUIREMENTS

Therapeutic Recreation 101	Introduction to Therapeutic Recreation	3	1
Therapeutic Recreation 106	History and Philosophy of Recreation	3	1
Therapeutic Recreation 201	Outdoor Recreational Pursuits	3	2
Therapeutic Recreation 256	Leadership, Analysis, and Modification of TR Interventions.	4	2
Therapeutic Recreation 302	Leisure Counseling: Theory and Practice	3	3,4
Therapeutic Recreation 315	Leisure, Health, and Wellness	3	3,4
Therapeutic Recreation 323	Therapeutic Recreation & Medical Conditions	3	3,4
Therapeutic Recreation 352	Assessment and Documentation.	3	3,4
Therapeutic Recreation 403	Program Design and Evaluation	3	4
Therapeutic Recreation 406	Advancement of the TR Profession	3	4
Therapeutic Recreation 413	Advanced TR Processes and Techniques	3	4
Therapeutic Recreation 469	Internship and Exam Preparation.	1	4
Therapeutic Recreation 470	Internship in Therapeutic Recreation.	12	4
		47	

MAJOR-RELATED REQUIREMENTS

(*Some of the following may be used to satisfy core)

Biology 101, 102*	Human Anatomy and Physiology I & II	8	1
Psychology 101*	Introduction to Psychology	3	1
Psychology/Sociology 211*	Statistics in the Behavioral Sciences		
or			
Mathematics 112*	Basic Statistics	3	1
Health Studies 245	Human Development Across the Life Span		
or			
Psychology 223	Human Development Across the Life Span	3	1,2,3
Health Studies 445	Clinical Research	3	4
Psychology 237	Group Dynamics	3	2,3,4
Psychology 361	Abnormal Psychology	3	3
		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.

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

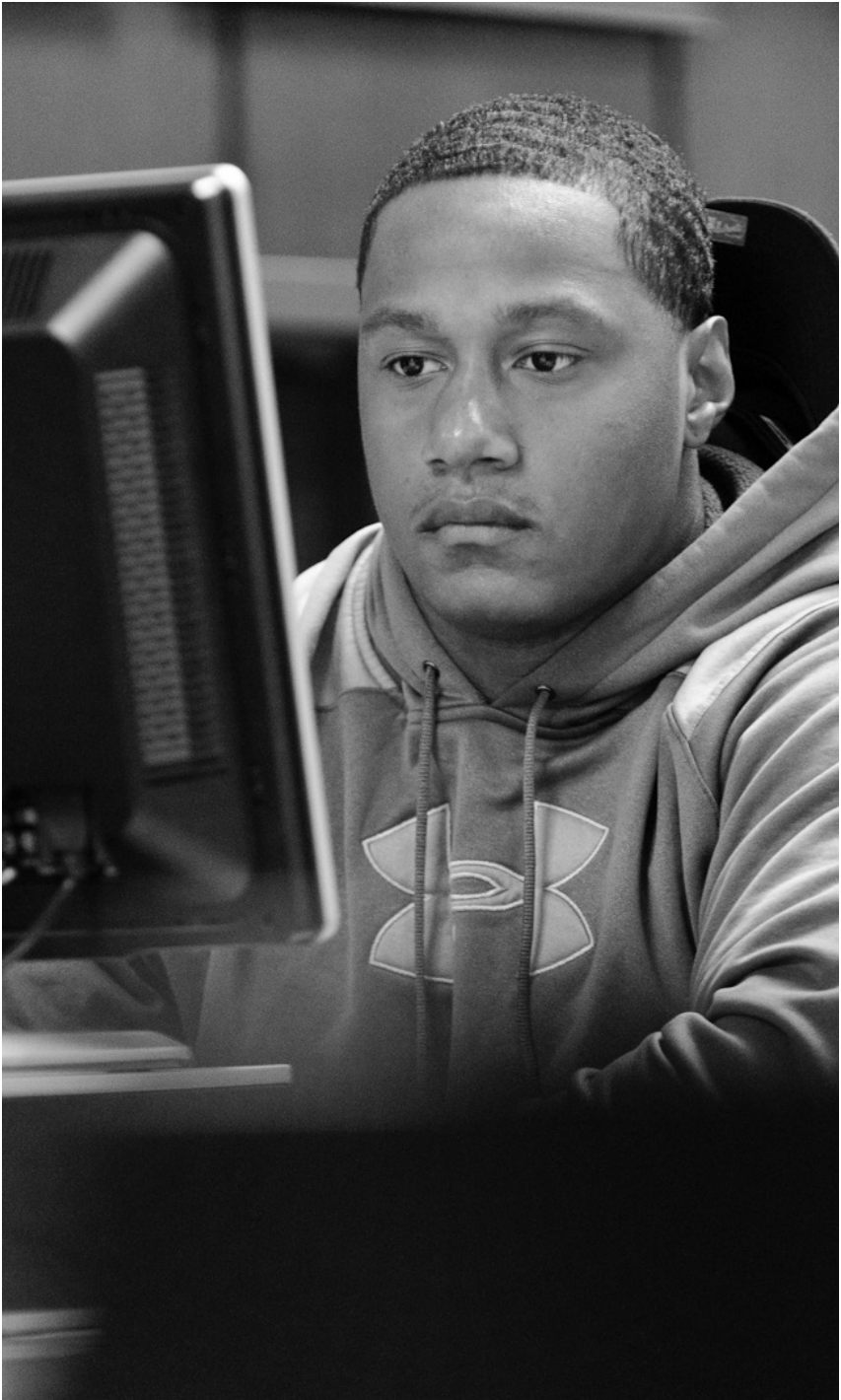
Required Courses

English 304	Advanced Composition	3
English 311	Modern English Grammar.	3
		<hr/> 6

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
		<hr/> 9



COURSES OF INSTRUCTION*

	Page #		Page #
Accounting	314	History and Philosophy of	
All-College	315	Science and Technology	365
Aging Studies	317	Homeland Security and	
Anthropology	318	Emergency Management	366
Arabic	321	Human Rights Advocacy	367
Biochemistry (see Chemistry)		Humanities	367
Biology	321	International Studies	368
Business (see Management)		Italian	369
Business Law	325	Japanese	369
Chemistry and Biochemistry	326	Journalism Studies	369
Chinese	328	Latin	372
Communication (see Communication		Liberal Studies	372
Arts, Journalism Studies, and		Literature	372
Public Relations)		Management	373
Communication Arts	328	Marketing	375
Computer Science	330	Mathematics	376
Construction Management	332	Military Science	379
Criminal Justice	334	Music	380
Economic Crime Management	338	Nursing	381
Economics	338	Occupational Therapy	385
Education	340	Philosophy	386
Engineering	346	Physical Education	388
English	346	Physical Therapy	390
Environmental Science	351	Physics	391
Film	351	Psychology	394
Finance	352	Psychology Child Life	398
Fine Arts (See also		Public Relations	399
Music and Theatre)	353	Reading	402
French	353	Risk Management and Insurance	402
Geology	354	Russian	403
Geoscience (see Geology)		Social Studies	403
German	356	Sociology	404
Gerontology	357	Spanish	406
Government and Politics	357	Sports Communication (See Public	
Health Care Administration	360	Relations)	
Health Studies	360	Theatre	407
History	362	Therapeutic Recreation	408

*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 preserving and preparing 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 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 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. Same as BIO 214.

AGE 218 – Rural Elderly Overview of rural elderly: A study and comparison of issues affecting quality of life. 3

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 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 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: Aging Studied 101 and Aging Studies/Biology 214.

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. Same as ANT 535.

ANT 345 – Historical Archaeology 3

Archeological 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. Same as 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. Same as ANT 547.

ANT 351 – Language & 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. Same as ENG 351

ANT 362 – Magic & Religion in Preliterary 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 – Selected 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: 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 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. Same as ANT 335.

ANT 545 – Historical Archaeology 3

Archeological 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. Same as ANT 345.

ANT 547 – 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.

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

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.

ARB 201 – Intermediate Arabic I 3

Reading; grammar review; oral work; translation; simple composition. Prerequisite ARB 102 or equivalent.

Biochemistry

(see Chemistry)

Biology

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, flood 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

Scientific methodology and its applications for the non- science major. Biodiversity, symbiosis, evolution, population dynamics, genetics, energy, PH, and site visits. Co-requisite: BIO 111.

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 microorganisms, 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 physical 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. Same as Gerontology 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 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 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 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 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 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 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

Biology of bacterial, plant and animal viruses. Virus structure, infective and replicative cycles, virus-host interactions. Role of viruses in infectious disease and cancer. Viruses as vehicles in biotechnology and gene therapy.

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.

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.

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.

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 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 nonverbal 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 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 re- search, prepare, and deliver expository speeches. Applies basic principles of public speaking to situations which will confront the business 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 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

Fundamentals of radio production. Training in the creative use of studio and control room equipment. Construction of programs. Emphasis on local station production practices.

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****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 201R – Discrete Mathematics I Recitation 0

CSC 217 – Computer Programming for Business Applications 3

Computer aided problem solving in the business environment. Efficient use of spreadsheet software. Macro programming. Creating solutions from built-in functions and features. Prerequisite: Computer Science 117.

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, demultiplexers, 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 based systems, and neural networks. Co-requisite: Computer Science 322.

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

Construction Management

CMG 103 – Introduction to Construction Management 3

The construction industry, its historical background, the built environment, and industry professionals. Construction culture, themes and trends. Innovation in materials, methodology, and building techniques. Needs, function, and wants that dictate why and how buildings are erected. Co-requisite: CMG 104.

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, spread sheet, 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 415 – Construction Law 3

Principles and practices of construction law through case study analysis. Construction contracts, licensing, lien laws, national labor laws, and dispute resolution. Prerequisite: CMG 225.

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 ration 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 – Introduction to Criminal Justice Research Methods 1

Basic research/writing principles that should be applied to criminal justice as a field of study.

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 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 – Probation/Parole 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 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 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 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 – Constitutional Law in the Criminal Process 3

Case study approach to theoretical and applied knowledge of constitutional issues affecting the criminal justice system. Develops research and analytical skills for further study of the Constitution and its changing interpretation. Prerequisite: Government and Politics 341.

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, ecommerce 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 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 process 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 memoranda 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 cap-

stone 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, periodic conferences and seminars, written and reading 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

CRJ 490 – Independent Study (1/6) IR

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 component 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 micro-economic 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 field work required.

EDU 215 – Diversity, Disabilities, and Success 3

Nature of students with disabilities and special health care needs; their effect on learning and behavior. 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 interrelationships. 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

Survey of children's and adolescent literature with special emphasis on criteria for book selection. Traces history of children's books, conducts an in-depth appraisal of Newberry and Caldecott Award winners, presents concept techniques of bibliotherapy. Taught on site at King Elementary School.

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 pre-school 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

Characteristics of students with pervasive disabilities. Authentic assessment, Individualized Education Plans. Class- room accommodations, assistive technology, positive behavior supports in inclusive environments. Collaboration, community-base instruction, and educational transitions. 10 hours of fieldwork required.

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 field work 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 field work required.

EDU 335 – Adolescent Mathematics Methods 3

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematic 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 field work required.

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

Mentored teaching experience. Monthly observations. Weekly seminar. Co-requisites: EDU 524 (Methods of Teaching in the Content Areas) & full-time teaching assignment.

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 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 and Special 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 and Special 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 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 – Topics in Literature 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 195 – American Literature and Culture 3

Exploration of this country's hopes, failures, and achievements as depicted in major poetry, prose, drama, cinema, and painting.

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 3

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 – Major Figures in American Literature from colonial times to 1865 3

Major American writers from colonial times to 1865.

ENG 296 – Major Figures in American Literature since the Civil War 3

Major 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.

ENG 317 – ESL Through the Subject Areas 3

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 3

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 3

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 3

Major poetry, prose and drama, including Milton, from 1603- 1660. Influence of political, social, scientific, and reli-

gious conflicts on development of literary forms. Prerequisite: ENG 102

ENG 345 – Restoration and Eighteenth Century Literature: 1660-1792 3

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 3

The interrelation between culture and language; consideration of language impact on cultural behavior cognition, and perception. Introduction to problem of socio-linguistics and communication. Same as ANT 351. Prerequisite: ENG 102.

ENG 355 – Literature of the Romantic Period 3

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 3

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 3

Major British writers and works from 1900 to the present viewed in a historical context. All genres will be included. Prerequisite: ENG 102.

ENG 367 – Shakespearean Drama 3

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 3
 Interpretations of earlier to contemporary short stories. Includes techniques of short fiction writing. Prerequisite: ENG 102.

ENG 373 – The Novel 3
 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 3
 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
 Major African-American novelists from Charles Chestnutt to Toni Morrison. 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 surrealist 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 deCrevecoeur, 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 547 – Narrative of Disability 3

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. Prerequisite: ENG 102. Same as HLS 547.

ENG 567 – Approaches to Shakespeare 3

Introduction to critical and theoretical approaches to the plays of Shakespeare and the culture in which he wrote.

ENG 587 – 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 film-makers.

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. 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.

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 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 comprehensions; 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 sea water, 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 ingenious, 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

Basic principles governing the interpretation, correlation, and classification of stratigraphic units. 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. 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 415 – Stratigraphy and Sedimentation 0,4

Basic principles governing the interpretation, correlation, and classification of stratigraphic units. 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. Lecture, laboratory, field trips. Prerequisite: GOL 225.

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 an 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.

Gerontology

GNT 503 – Perspectives in Gerontology 3

Literature relevant to the study of gerontology: an overview of current aging issues; current career opportunities; and aging in the future. Seminar format.

GNT 505 – Culture, Gender, and Aging 3

Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

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

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Prerequisite: Government and Politics 101. Same as HIS 345.

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 conduct of nation-states including use of force, status of nationals, jurisdictional questions, status and functions of governmental personnel, treaties, and organizational questions. Prerequisite: Government and Politics 261 or permission of instructor.

GOV 365 – American Foreign Policy 3

Concepts and development of U.S. foreign policy. Historical overview, U.S. policies toward specific regions, and problems of policymaking and implementation. Prerequisite: Government and Politics 261 or permission of instructor.

GOV 366 – International Criminal Law 3

Laws governing the behavior of individuals 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 international criminal tribunals.

GOV 368 – International Political Economy 3

Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

GOV 371 – European Politics 3

Politics and government in the United Kingdom, France, Germany, and the European Union. Political culture, parties, 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, socialism, 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 processes, 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 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.

Health Care Administration

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 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.

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.

Health Studies

HLS 101 – Introduction to Health Professions 1

Orientation to health care professions, including history and philosophy, ethics, development of health care teams, 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 213 – Physical Health and Wellness 2

Overview of the five main components of physical fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Includes analysis and prescription of personal fitness, goals, and lifestyles.

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 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. Prerequisites: 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. Prerequisites: HLS 301 and HLS 305.

HLS 445 – Clinical Research 3

Research methods employed in clinical settings. Quantitative and qualitative methods; research designs related to clinical situations. Prerequisites: Mathematics 112 or Psychology/Sociology 211; senior standing.

HLS 547 – Narrative of Disability 3

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. PreRequisiste: ENG 102. Same as ENG 547.

History

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. Same as 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.

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

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Prerequisite: Government and Politics 101. Same as GOV 345.

HIS 347 – Japanese Imperialism and the Pacific War 3

Japanese imperialism from 1895-1945. Modernization, expansion, the Sino-

Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Same as HIS 547.

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. Same as 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 through 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.

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. Same as 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, web sites, 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

Japanese imperialism from 1895-1945. Modernization, expansion, the Sino-Japanese War, Russo-Japanese War,

imperialism and World War II in the Pacific theatre. Same as HIS 345.

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. Same as 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

Creation of the U.S. Department of Homeland Security and its components. Historical review of emergency management's development and advancement to current day. Practical exercise in planning, response, mitigation, and recovery.

HEM 305 – Terrorism 3

International and domestic terrorism issues affecting homeland security and emergency management in the United States. Includes history of terrorism and practical exercises in anti-terrorism.

HEM 307 – Homeland Security and Counter-terrorism 3

Safeguarding and managing America's national critical infrastructures under threat. Conducting vulnerability assessments and target hardening exercises. Counter-terrorism issues as they relate to Homeland Security.

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. 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 368 – 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.

HEM 470 – Internship - Homeland Security and Emergency Management 6-15

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 pro-

cess and its limitations on sovereignty. Successes and failures of international and region inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as Government and Politics 464.

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.

HUM 290 – Independent Study 3

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 390 – Independent Study 3

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 489 – Honors Tutorial 3

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

HUM 490 – Independent Study 3

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 499 – Honors Tutorial 3

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

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 transi-

tion in to 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 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 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 oncamera 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, networking, copyright, interviewing, search for illustrations, writing styles, and research techniques.

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.

JLM 381 – Censorship 3

History and analysis of censorship in the United States. Impact on the press, broadcasting, literature, film, and the fine arts.

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 JLM 378 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 – Masterpieces of Western Literature: Through the Renaissance 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 – Masterpieces of Western Literature: Since the Renaissance 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

Study of the fairy tale from its Romantic European forms to modern British and American developments. Readings include: Grimm, Anderson, E.T.A. Hoffmann, MacDonald, Tolkien, LeGuin. Prerequisite: ENG 102.

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 MGT428 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 2**

Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, radicals, 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 adminis-

tered 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: 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 theo-

rem. 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

First and second order differential equations, linear equations of higher order, power series solutions. Existence of solutions. Systems of differential equations. Application of differential equations. Prerequisite: Mathematics 301.

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, poly-

nomial 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: Lobachevskian and Riemannian. 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
Iteration, interpolation, and approximation. Numerical solutions of equations and systems of equations. Numerical differentiation and integration. Prerequisites: Mathematics 302 and Computer Science 101, or permission of instructor.

MAT 487 – Numerical Analysis II 3
Difference equations. Numerical solutions of differential equations. Approximations by spline functions. Least squares approximation. Prerequisite: Mathematics 486.

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
Principles of problem solving, mathematical thinking and mathematical reasoning, deductive and inductive reasoning, mathematical induction, solutions of recurrence relations. Detecting mathematical fallacies and flaws. Modeling problems, psychological strategies for overcoming math anxiety.

MAT 517 – Early Childhood/Elementary Education: Mathematics 3
Basic mathematical concepts. Mathematics standards, math phobia. Internet resources, Word, Excel, Power Point.

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
Geometric structures. Formal geometries and models. Theoretical development of geometric concepts. Geometric constructions. Locus of points. Conic sections. Fractal geometry. Geometry in nature and real life. Discovering geometry by technology.

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

MST 101 – Basic Leadership Course and Leadership Laboratory 0,1
Basic drill and ceremony, mountaineering, orienteering, first aid, communications, weapons familiarization, and small unit tactics. Taught in each semester of the Basic Course (first two years) of the curriculum.

MST 102 – Basic Leadership Course and Leadership Laboratory 0,1
Basic drill and ceremony, mountaineering, orienteering, first aid, communications, weapons familiarization, and small unit tactics. Taught in each semester of the Basic Course (first two years) of the curriculum.

MST 201 – Basic Leadership Course and Leadership Laboratory 0,1
Basic drill and ceremony, mountaineering, orienteering, first aid, communications, weapons familiarization, and small unit tactics. Taught in each semester of the Basic Course (first two years) of the curriculum.

MST 202 – Basic Leadership Course and Leadership Laboratory 0,1

Basic drill and ceremony, mountaineering, orienteering, first aid, communications, weapons familiarization, and small unit tactics. Taught in each semester of the Basic Course (first two years) of the curriculum.

MST 301 – 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.

MST 302 – 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.

MST 401 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.

MST 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 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 240 – Beginning 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 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 300 Selected Topics In Music 1-3

Nursing

NUR 101 – Introduction to Professional Nursing 1

A survey of the history, philosophy, and practice of nursing for majors and non-majors. Nursing science as foundation for nursing process. Field experience in diverse community settings.

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.

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.

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 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 and CHE 211.

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.

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 its 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 0-3

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.

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 physiologic 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 376 –Gerontological Nursing 3

Specific nursing care needs of the elderly. Emphasizes physical and psychosocial changes.

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.

NUR 412 – Trends in Professional Nursing 5

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 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 435 – Nursing Care of the Adult II 0-3

Identification of physiological and psychological stressors that affect patient behavior. Interference with oxygenation, elimination, nutrition, endocrine and neurologic systems, sexuality and reproduction in relation to maturation of individual and family. Lab component relates classroom theory to nursing practice. Prerequisites: All 300-level required clinical nursing courses. Corequisites: NUR375C

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 childhood 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 300-level required nursing courses. Co-requisite: Nursing 447.

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.

NUR 471 – Advanced Medical/ Surgical Nursing 5

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

OCT 561 – Professional Roles: Development 3
 Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 571 – Occupational Performance III: Adolescents and Young 0,4
 Adults 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

and intervention. Co-requisite: OCT 527

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 technol-

ogy 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 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 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

Students cannot earn additional quality points or credits in Physical Education classes above and beyond the 3 credits that are allowed to be taken and counted toward their degree. Any additional PED courses must be taken on an audit basis. Audits carry no credit, and therefore will have no impact on the student's grade-point average.

PED 107 – Physical Training 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 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 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 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 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 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 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 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 – Tae-Bo 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 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 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 1

PED 205 – Bowling 1

PED 210 – Lifeguard Training 1

PED 215 – Jazz Dance 1

PED 220 – Martial Arts - Aikido 1

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. Corequisites: 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, 548, 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 delivery, reimbursement and public and political systems. Co-requisites: PHT

551, 553, 554, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 569 – Research Foundations 1

Scientific inquiry explored, experimental and non-experimental designs examined. Students learn how to appraise and incorporate evidence base practice and examine future applications of research as consumers, practitioners, collaborators, educators and administrators. Co-requisites: PHT 551, 553, 554, 565, 557, and 559. Prerequisites: PHT 538, 541, 543, 544, 545, 546, 548, and 549.

Physics

PHY 111 – Intelligent Life in the Universe 3

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 3

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 3

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 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 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. Same as PHY 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 I 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.

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 placed on recognition of development and life tasks in the developmental 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 field-work. 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 corequisite: 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 or permission of instructor.

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 or permission of instructor.

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, infor-

mation 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 supporting 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

Research, theory, and methods of health psychology. Includes health behaviors, risk detection and prevention, social support and health, stress and stress management, management of chronic illness, and the patient-practitioner relationship. Prerequisite: Psychology 101.

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 or permission of instructor.

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 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, mateselection, 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 or permission of instructor.

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 or permission of instructor.

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 490 – Independent Study 1-6

Exploration of psychology problems in-depth. Individual independent study on plan submitted by student. Refer to College regulations concerning independent study for guidelines.

PSY 499 – 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.

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 general 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 (Childe 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. Permission of instructor required.

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.

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 professional 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 relation, 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. 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

Principles of risk management and insurance. Foundations, applications and selection of life, health, property, and liability insurance. Enterprise risk management, financial risk management, employee benefits, strategies to mitigate risk.

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.

Russian

RUS 101 – Beginning Russian I 3

Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

RUS 102 – Beginning Russian II 3

Continuation of Russian 101
Prerequisite: Russian 101 or equivalent.

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, including impact on democratization and social change in American society and formation of public policy. Same as Government and Politics 235.

SOS 490 –Independent Study 1-3**Sociology****SOC 151 – Human Society 3**

Introduction to sociology and United States society: social class, race, ethnicity, sex, age, family, education, religion, sub-cultures, polity, economy, deviance, urban life, collective behavior, population, bureaucracy, social groups, and social change.

SOC 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 Psychology 211. Students may not also take for credit Economics 241, Mathematics 112. Prerequisite: core component I Mathematics.

SOC 225 – Social Problems 3

This course explores American society with a focus on the social problems that are facing each one of us from poverty and racial inequality to violence, drugs, war and terrorism.

SOC 233 – The Family 3

The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selections; the family in transition. SOC 252 – Racial and Cultural Minorities 3

Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

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 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: 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.

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.

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 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, tragic-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.

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 con-

tributes 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

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Associate Professor of Communication Arts, 1987

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 D.Phil. Oxford University
Professor of Philosophy, 1991

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B.S., M.B.A. Brigham Young University
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Clark Award, 2006

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 2006*

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 2012*

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 Center
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 Technology
Associate Professor of Spanish, 2008

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 Management, 2009*

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 Research
Assistant Professor of Nursing, 2009

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*Assistant Professor of Criminal Justice,
 2010*

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 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

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 Institute of Technology
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 Albany
 Ed.D. Fielding Graduate University
Assistant Professor of Criminal Justice, 2008

Sharon E. Wise

B.S. University of Florida
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Professor of Biology, 2001
*Crisafulli Distinguished Teaching Award,
 2011*

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B.G.S. University of Connecticut
 M.A., Ph.D. Ohio State University
Professor of History, 2000

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B.A. Hunter College, CUNY
 M.A. New York University
 M.A. Villanova University
 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

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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

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 M.A. Purdue University
 Ph.D. Indiana University
Professor of Spanish, 1997

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B.A. Hamilton College
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M.A. Syracuse University
Ph.D. Indiana University-Bloomington
Associate Professor of Education, 2001

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Institute of Technology
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Associate Professor of Nursing, 2004

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Institute of Technology
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Assistant Professor of Nursing, 2008

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Assistant Professor of Nursing, 2009

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Institute of Technology
Coordinator of Clinical Lab, 2009

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Research
Assistant Professor of Nursing, 2009

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Mathematics
Crisafulli Distinguished Teaching Award,
1988*

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Social History*

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Crisafulli Distinguished Teaching Award,
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 Biology*
Clark Award, 1995
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 2000*

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 1999*

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 Recreation, 1982
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 1981
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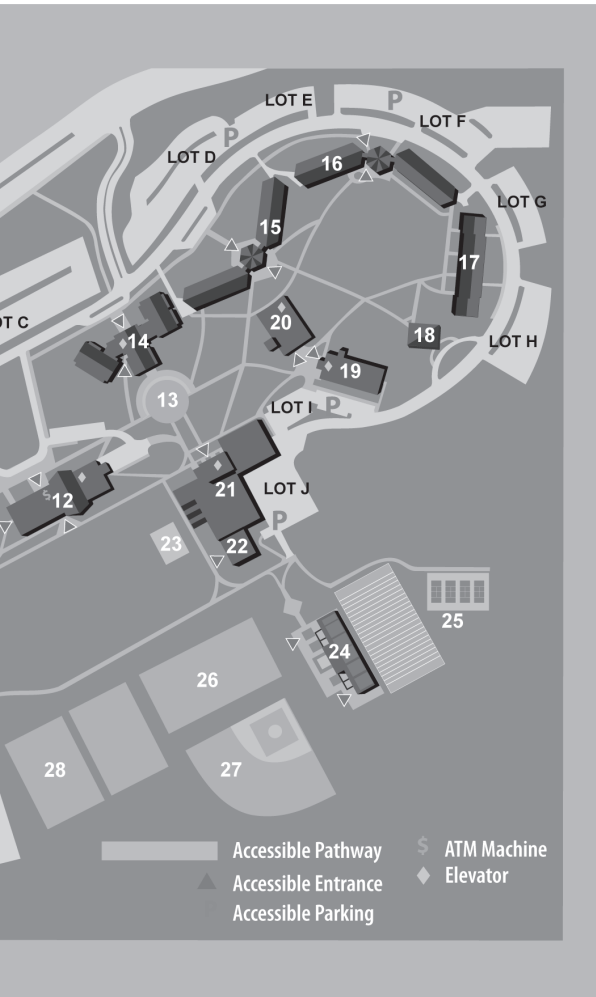
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|---|---------------------|
| 1) Burrstone House | 10) Michael A. Rom |
| 2) Champlin House | 11) Rocco F. DePerr |
| 3) F. Eugene Romano Hall | 12) Ralph F. Strebe |
| 4) Issac Gordon Science Center | 13) Edward and Je |
| 5) Addison Miller White Hall | 14) Sherwood Boe |
| 6) Moses G. Hubbard Hall | Conference C |
| 7) Economic Crime and Justice
Studies Building | 15) South Hall |
| 8) Faculty Center | 16) North Hall |
| 9) Frank E. Gannett Memorial
Library | 17) Alumni Hall |
| Library Concourse
on Lower Level | 18) Newman Cente |
| | 19) Bell Hall |
| | 20) Tower Hall |

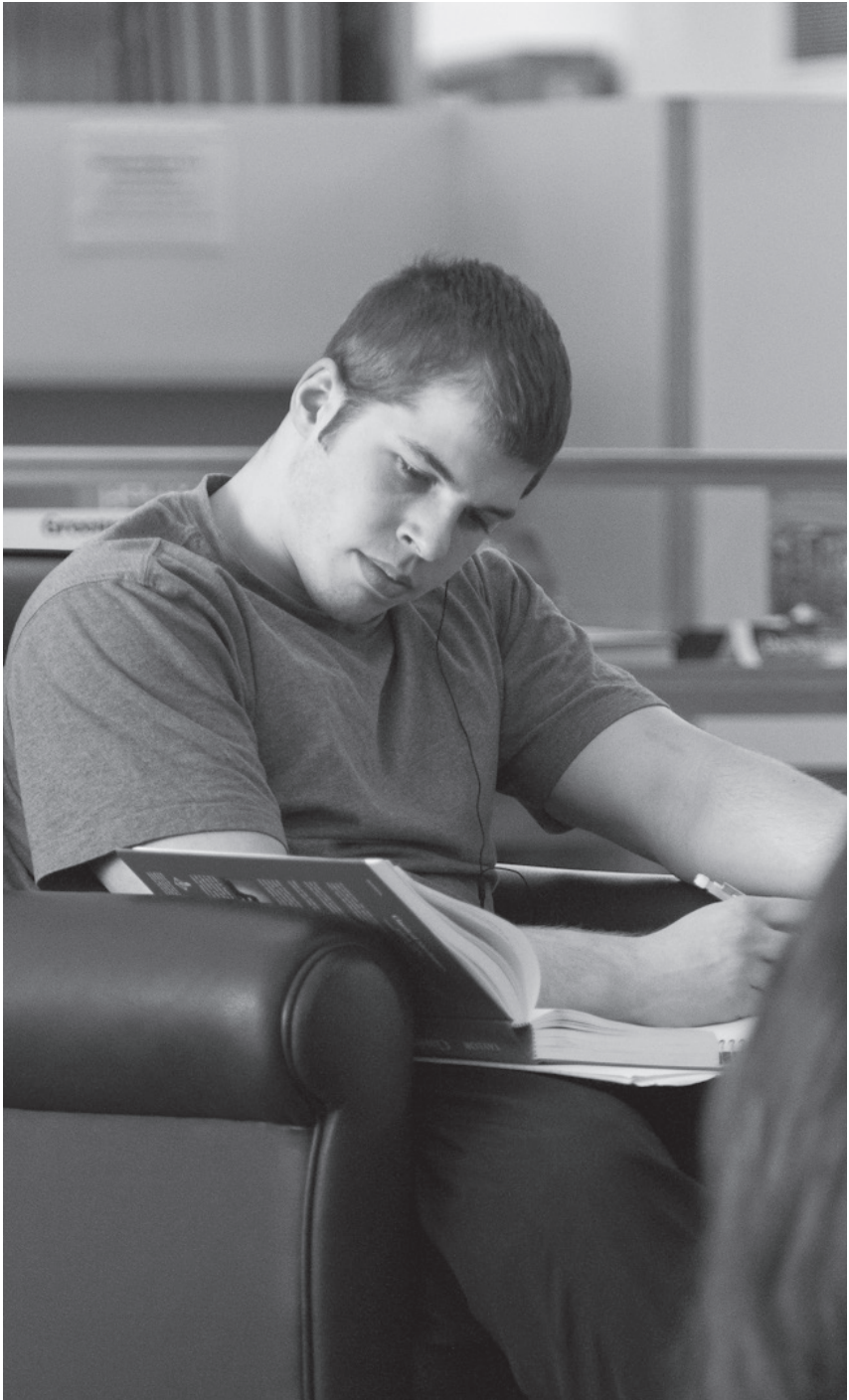


1) Gaetano Plaza
 2) Student Center
 3) Duffy Plaza
 4) Thibert Hall and
 5) Center

- 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









NOTES



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