

Utica College



Never stand still

GRADUATE CATALOG
2014/2015

DISCLAIMER STATEMENT

The information contained in this catalog is effective for the 2013-2014 academic year 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.

UTICA COLLEGE

GRADUATE CATALOG 2014-2015

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

ACCREDITATIONS

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

The Utica College Education programs are accredited by the Teacher Education Accreditation Council (TEAC). Specifically, the Teacher Education Programs are accredited for a period of ten years, from April 2011 to April 2021, and the Educational Leadership and Administration Programs are accredited for a period of five years, from April 2011 to April 2016. The Entry Level Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245, accreditation@apta.org, www.capteonline.org. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

NON-DISCRIMINATION POLICY

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, 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 two Military/Veterans Liaisons to direct the College's efforts to comply with the applicable law and regulations on behalf of veterans. The Veterans' Liaison is Mr. Craig Dewan, Registrar (315-792-3393), and the Assistant Veterans' Liaison is Mr. Derek MacTurk, Integrated Information Technology Services and Adjunct Lecturer of Cybersecurity (315-223-2447).

Published by the Office of Marketing and Communications in cooperation with academic and administrative departments at Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, (315) 792-3111, www.utica.edu.



ACADEMIC CALENDAR

Please view the calendar online at www.utica.edu/academic/calendar.cfm.



F. EUGENE ROMANO HALL

UTICA COLLEGE GRADUATE CATALOG

CONTENTS

	3	Disclaimer Statement
	5	Accreditation
	6	Non-Discrimination Policy
	8	Academic Calendar
	12	Utica College Mission Statement
	12	Graduate Mission Statement
13		About Utica College
	13	For Further Information
14		Student Life
	14	Office of Graduate Studies
	14	School of Online and Extended Studies
	14	Conduct
	15	Campus Dining Services
	15	Campus Safety
	15	Student Health Center
	15	Health Insurance
	15	Proof of Immunization
	16	Library
	16	Student Development
	16	Housing
	16	Student Activities
	16	Student Success
	16	Academic Support Services Center
	16	Counseling Services
	17	Office of Learning Services
	17	Career Services
	17	Writing Center
	17	Utica College Alumni Association
18		Admission Requirements
25		Financial Policies and Procedures
28		Academic Policies and Procedures
45		Programs of Study
	44	MBA – Economic Crime and Fraud Management
	46	MBA – Professional Accountancy
	48	Cybersecurity
	53	Economic Crime Management
	56	Education
	75	Health Care Administration
	77	Liberal Studies
	80	Occupational Therapy
	83	Physical Therapy
	86	Post-Professional Transitional Doctor of Physical Therapy
92		Courses
111		Administrative Officers and Staff
114		Board of Trustees
115		Alumni Association and National Alumni Council
116		Faculty
124		Honorary Degrees



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

GRADUATE EDUCATION AT UC

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

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

ABOUT UTICA COLLEGE

Utica College is a private comprehensive college in a suburban setting, with a liberal educational philosophy and an informal, personal atmosphere. On a modern campus on the southwestern edge of the medium-sized city of Utica, New York, Utica College's more than 3,700 full- and part-time students benefit from full-time faculty involvement in all facets of the institution's academic life.

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

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

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

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

FOR FURTHER INFORMATION:

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

Utica College
Office of Graduate Admissions
1600 Burrstone Road
Utica, NY 13502-4892
Telephone: (315) 792-3010
Fax: (315) 792-223-2530
E-mail: gradadmissions@utica.edu
Web site: www.utica.edu/admissions-grad

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

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



STUDENT LIFE

OFFICE OF GRADUATE STUDIES

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

SCHOOL OF ONLINE AND EXTENDED STUDIES

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

CONDUCT

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

As members of the Utica College community, students are assumed to be responsible for their actions. Students are expected to conduct themselves in accordance with the Utica College Code of Student Conduct, which is outlined in detail on the Utica College website at <http://www.utica.edu/student/conduct>.

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 physical or emotional safety and well-being, or for reasons relating to the safety of students, faculty, staff, or property. In such cases, students may be suspended

CAMPUS DINING SERVICES

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

CAMPUS SAFETY

The Office of Campus Safety is dedicated to ensuring the personal safety and well-being of Utica College's students, employees, and guests. Safety officers are responsible for maintaining order and safety both within campus buildings and throughout the campus grounds, and for providing protection from theft, misuse, and vandalism of personal and campus property. Students living off campus must register their vehicles with the Office of Campus Safety at no charge to receive their campus Parking Permit.

Safety officers are also responsible for enforcing the College's safety rules and regulations. Officers conduct themselves with the highest degree of professionalism, and are committed to maintaining good campus and community relations. Each year the Office of Campus Safety publishes a safety awareness brochure that contains campus safety policies and resources as well as statistics on campus crime as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. To view a copy of this publication, or for more information about Campus Safety, visit www.utica.edu/safety.

STUDENT HEALTH CENTER

The Student Health Center is located on the second floor of Strebel 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.

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. 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.

HEALTH INSURANCE

All full time on-ground 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.

All fully online students may opt in and obtain student health insurance through Utica College; the Student Health Center can provide contact information for the health insurance carrier.

PROOF OF IMMUNIZATION

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.

LIBRARY

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

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

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

STUDENT DEVELOPMENT

Utica College is committed to the development of its students, both graduate and undergraduate, as you enter a world of interesting people, engaging ideas, and stimulating activities. Getting involved in campus life outside of the classroom is an important

aspect of student life, including for graduate students. Programming and support is provided through a number of offices across campus, such as Residence Life and Student Activities.

HOUSING

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

STUDENT ACTIVITIES

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

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

STUDENT SUCCESS

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

ACADEMIC SUPPORT SERVICES CENTER

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

COUNSELING SERVICES

Counseling services are designed to help students regain a sense of control over events that inhibit their success as students. While personal counseling is available through the Center, referral to off-

campus agencies and/or counseling services is also obtainable through the counseling staff.

OFFICE OF LEARNING SERVICES

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

CAREER SERVICES

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

THE WRITING CENTER

The Writing Center, located in Gannett Library, provides support for writers in process through peer tutoring, online resources, and access to a writer's library. Devoted to "serious conversation about writing," the Writing Center can help writers in the process of understanding a writing task, generating and arranging ideas, crafting language, and preparing finished work. Hours vary during each semester and are posted on the door of the

center. For information regarding the Center staff, services, hours, and related links, see www.utica.edu/writingcenter.

UTICA COLLEGE ALUMNI ASSOCIATION

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



ADMISSIONS REQUIREMENTS

ADMISSION TO UTICA COLLEGE

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

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

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

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

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

Application information is available by contacting the Office of Graduate Admissions at (315) 792-3010 or by e-mailing John Rowe, executive director of graduate admissions, at jrowe@utica.edu, or Lynn cope, assistant director of graduate admissions, at lcope@utica.edu. You can also submit your application for all graduate programs online by going to www.utica.edu/gradapp. DPT applicants need to apply through PTCAS at www.ptcas.org. MS in Occupational Therapy applicants need to apply through OTCAS at <http://portal.otcas.org>.

All applicants to graduate programs at Utica College must have a baccalaureate degree from an accredited institution and must complete the appropriate application forms. For non-native speakers of English, a minimum IELTS score of 5.5 or TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination is required. In addition, the individual programs have program-specific requirements (see below).

INTERNATIONAL GRADUATE STUDENTS

All Utica College graduate programs welcome applications from prospective international students.

International students should have all transcripts and degrees officially evaluated by a reputable accrediting agency such as WES (www.wes.org). Non-native speakers of English need to take the TOEFL test (www.ets.org) and earn a minimum score of 550 on the paper-based examination or a minimum score of 213 on the computer-based examination. Applicants can also take the IELTS exam, and need a B and a score of 5.5.

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

TRANSCRIPT EVALUATION SERVICE

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

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

Prospective graduate students who want their transcripts evaluated for programs in these departments should contact the graduate admissions office at (315) 792-3010 or email gradadmissions@utica.edu.

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

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

GRADUATE AND PROFESSIONAL EXAMINATIONS

- Graduate Record Examinations (GRE): For those degrees that require the Graduate Record Examinations, please go to their Web site at www.ets.org. The GRE is administered at various sites and locations at scheduled dates throughout the year.
- Miller Analogies Test (MAT): The graduate admissions office administers the Miller Analogies Test (MAT) on campus via online testing for those degree programs that accept it for admission.

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

- New York State Teacher Certification Examinations: Many education graduate programs require the successful passage of the Academic Literacy Skills Test (ALST) for admission. These examinations are given at set times at sites throughout New York state and the northeastern U.S. Be aware that it takes approximately one month for the results of these exams to be made available, so prospective students should plan ahead in taking them in order to meet application deadlines.

For fall applicants, the tests should be taken in September, December, or February before the next fall semester. For spring applicants, the tests should be taken in April, June, July, or August before the next spring semester. Those applicants interested in the apprenticeship program should take these examinations no later than September of the year before the start of the next year's cohort (May). For more information on the New York State Teacher Certification Examinations, please visit the website at www.nystce.nesinc.com.

BUSINESS ADMINISTRATION

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

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

Applicants to the MBA in Professional Accountancy program:

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

CYBERSECURITY

Applicants to the MS in Cybersecurity:

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

ECONOMIC CRIME MANAGEMENT

Applicants to the Economic Crime Management program must have:

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

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

EDUCATION

Applicants to the Childhood and Childhood and Special Education Program:

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

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

6 credits in each of the following areas: English, science, math, history; and

- One year of college level study in a language other than English;
- One course in the fine arts.

Applicants to Adolescence Education and Adolescence and Students with Disabilities Grades 7-12 Generalist:

- Bachelor's degree from an accredited institution.
- Overall GPA of 3.0 on a 4.0 scale.
- Two letters of recommendation.
- A major or major equivalent in the subject area in which they wish to teach.
- Academic Literacy Skills Test (ALST), Miller Analogies Test (MAT), or Graduate Record Exam (GRE). (ALST is preferred).

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

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

Applicants to the Special Education Teacher Certification Program:

- Bachelor's degree from an accredited institution.
- Must hold initial certification in Childhood Grades 1-6
- Overall GPA of 3.0 on a 4.0 scale.

- Two letters of recommendation .
- Scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Applicants to the Leadership and Instruction for Inclusive Classrooms Programs:

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

Internal transfers within the Education department:

Students who are enrolled in the education department and who wish to leave one education program and matriculate into another must complete the appropriate application forms and must meet all admissions requirements for the new program. Candidates will be reviewed on the same basis as any new applicant to the College. When a candidate is admitted into a new program within the education department, Utica College courses that were completed as part of the old program will automatically transfer to the new program. When calculating cumulative GPA all courses taken at Utica College will apply.

HEALTH CARE ADMINISTRATION

Applicants to the Health Care Administration program must have:

- Bachelor's degree from an accredited institution.
- Overall GPA of 3.0 on a 4.0 scale.
- Three letters of recommendation.
- An essay detailing the potential student's intellectual goals.
- Three years of experience in a health care and/or management position.

LIBERAL STUDIES

Applicants to the Liberal Studies program must have:

- A bachelor's degree from an accredited institution.
- Two letters of recommendation.
- An essay detailing the potential student's intellectual goals and his or her understanding of liberal education.
- Minimum GPA of 3.0.
- GRE or Miller Analogies scores may be required.

Exceptions may be made at the discretion of the graduate liberal studies committee 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. After the completion of three classes (9 credits), the student must have a 3.0 GPA to remain in the program.

OCCUPATIONAL THERAPY

Utica College participates in the OTCAS centralized application service. All graduate OT applicants must apply through OTCAS. Please go to <https://portal.otcas.org>. The application period for the Fall 2015 MS OT cohort, both day and weekend programs, runs from July 17, 2014 through January 15, 2015.

Applicants to the Occupational Therapy program must have:

- A bachelor's degree with a "B" average (GPA of 3.0 or higher on a 4.0 scale) from an accredited institution.
- Successful completion of designated prerequisite courses with a minimum grade of C.

These courses include:

- Anatomy and Physiology I & II
- General Psychology
- Statistics
- Research Methods
- Introduction to Sociology or Diversity
- Human Development
- Upper level sociology or anthropology course exploring multi-cultural perspectives of health
- Upper level anatomy course such as Gross Anatomy or Neuroanatomy
- Abnormal psychology
- Biomechanics such as Kinesiology
- Medical conditions and terminology
- Two personal recommendations (one from a currently practicing occupational therapist and one from an academic professor).
- Knowledge of the profession through work or volunteer experience. Applicants should complete 25 hours of volunteer/observation experience with an occupational therapy practitioner in at least two different practice settings and write a reflective summary of those experiences.
- A physical health examination, completion of designated health requirements, and accident and health insurance.
- CPR certification for adult/child/infant.
- The following prerequisite courses need to have been taken within seven years of the date of application: Applied Anatomy/Neuroanatomy, Abnormal Psychology, Research Methods, Medical Conditions.

For more information, contact the Office of Graduate Admissions at (315) 792-3010 Email gradadmissions@utica.edu.

Note for Canadian Applicants: If you choose to do clinicals in Canada, there is an additional fee charged by National Field Placement Services for students who attend programs in the US. You will be responsible for paying this fee as it is not part of your tuition.

For more information:

National Field Placement Services

Ann Hamilton, Fieldwork Placement Coordinator

Ph: 1-866-294-5160

email: ann@nfps.ca

Questions about field placements should be directed to the Office of Graduate Admissions at (315) 792-3010 or by email to gradadmissions@utica.edu.

Information for Canadian Students who wish to attend Utica College's M.S. OT program and then return to Canada to practice can be found by going to the CAOT website (www.caot.ca) or calling 1-800-434-2268.

ENTRY LEVEL PHYSICAL THERAPY (DPT)

Utica College participates in the centralized Application process for PT (PTCAS). To apply, please go to their website at www.ptcas.org. The application period for the Summer 2015 DPT cohort runs from July 1, 2014 through January 15, 2015.

Applicants to the graduate physical therapy program (DPT) must have:

- A bachelor's degree with a "B" average (3.0 or higher) from an accredited institution.
- Two personal recommendations (one from a currently practicing physical therapist and one from an academic professor).
- For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination, 79 on the internet-based examination (minimum of 25 on the speaking portion required).
- Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area. More than one experience is required (total 40 hours). Complete a Clinical Observation Sheet for each experience. Complete at least 10 hours of this experience in an acute care/hospital setting with the remainder of the experience in one or more other settings.
- An academic history that includes the courses listed below. All courses should have been taken through the appropriate departments, e.g. Biology, Chemistry, Physics, Psychology. All prerequisite courses must have been completed prior to the start of the Physical Therapy Program. All science courses must have been taken within 10 years prior to applying. Students must earn grades of "B" or better in the following science courses:
 - a. **Biological Sciences:** two courses (anatomy/physiology course with laboratory meet this requirement).
 - b. **Upper Level Science:** one upper level course (300–400) of at least 3 credits with a biology focus. This course can be taken through another department such as Exercise Science or Kinesiology but preferably should

be taken through the biology department. Examples of courses that would fulfill the requirement are: Neuroscience, Principles of Motor Control, and Biology of Aging.

- c. **Physical Sciences:** four courses, two courses in general chemistry with laboratory (equivalent to 8 semester hours) and two courses in physics with laboratory (equivalent to 8 semester hours).

Students must earn grades of "C" or better in the following:

- a. **Psychology:** three courses, one being general or introductory psychology.
- b. **Statistics:** one course. (Content should include descriptive statistics, differences between two means, correlation, and beginning concepts of analysis of variance.)

Note for Canadian Applicants: All Canadian applicants to Utica College need to review and understand the requirements of the Canadian Alliance of Physiotherapy Regulators regarding credentialing in Canada for "internationally educated applicants." Please go to www.alliancept.org for more information.

POST-PROFESSIONAL (TRANSITIONAL) DOCTOR OF PHYSICAL THERAPY

Applicants who are licensed physical therapists in the United States and are applying to the post-professional transitional Doctor of Physical Therapy program must provide copies of proof of licensure including the dates obtained, or be deemed license-eligible by the State of New York. Applicants working in countries other than the United States must hold a physical therapy license/certification in their country of practice, and provide copies of proof of licensure.

For non-native speakers of English, please refer to the following information: Non-native speakers of English must meet one of the following conditions for general admission.

- TOEFL score minimum score
 - Computer based – 213
 - Internet based – 79-80
 - Paper based – 550

- IELTS score minimum score - 5.5
- Citizenship of a country where English is an official language and the language of instruction in higher education.
- Hold a post-secondary degree from a US college which required completion of written and oral materials in English.
- Post-professional transitional DPT applications are reviewed, on a rolling basis, for three separate entry cohorts (January, May and August). For more information, visit the graduate website at www.utica.edu/admissions-grad.



FINANCIAL AID POLICIES AND PROCEDURES

ACADEMIC PROGRESS

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

1. Standards for Receiving Aid:
 - a. All graduate students must earn 67% credits attempted per year, complete a master's program within 6 academic years, and maintain a cumulative GPA of 3.0 or better after their first academic year.
2. Failure to Meet Academic Standards: Students who fail to meet the criteria for federal, College, and satisfactory academic progress will be notified by the Office of Student Financial Services. Students should contact their Student Financial Services counselor to discuss their options. Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, and College sources. Students may appeal for reinstatement of aid on the basis of physical illness or extraordinary personal difficulty, due to unusual circumstances. The Dean of Student Success and Provost will consider the student's full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Office of Student Financial Services.

FINANCIAL AID

1. Forms of Aid:

There are two main forms of financial assistance: grants and loans. Grants (often called graduate awards) are direct awards for which repayment is not required. Federal loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college, or drops below half time. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each year.

2. Sources of Aid:

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

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

ii. Loan Schedule: Graduate students may borrow up to \$20,500 per academic year. Borrowers are responsible for payment of the interest that accrues on unsubsidized loans while they are in school. The rate is subject to change annually. Interest may be capitalized.

Loan fees are deducted from the loan prior to disbursement of funds. The interest rate is fixed and changes annually on July 1.

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

and responsibilities on the promissory note for further details.

3. Application Procedures for Financial Aid (2014-2015):

- a. Students must file 2014-2015 FAFSA at www.fafsa.gov.
- b. Students must provide documentation of all income by the deadline, if requested, to the Office of Student Financial Services. Documentation includes, but is not limited to, IRS tax transcripts, 1099 forms, and letters from sources such as social security, welfare, pension, etc.
- c. Students only need to return the award letter if they are declining any portion of aid offered.

4. Appeal Procedure:

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

- a. Submit a letter of appeal and a complete application form to the Office of Student Financial Services.
- b. If the student remains dissatisfied with the award, the student may request in writing a review by the Admissions and Financial Aid Committee. The committee will not review requests for changes of an individual award that entail a revision of general policies.

RETURN OF TITLE IV

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

TUITION AND EXPENSES

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

For a list of current tuition rates, fees, and other expenses, contact the Office of Student Financial Services at (315) 792-3179 or www.utica.edu/enrollment/graduation.cfm.

Tuition charges and fees are subject to change, please refer to the Utica College website for the most up-to-date information.



ACADEMIC POLICIES AND PROCEDURES

ABSENCES

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

ACADEMIC FREEDOM

Utica College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all its members. The exercise of these rights must not violate the free exercise of the same rights by other members of the community. Utica College fully affirms the principle of academic freedom and endorses the American Association of University Professors Statement on the Academic Freedom of Students. The preamble of that statement is quoted below.

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

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

ACADEMIC PROGRAM, CHANGE OF

Any student wishing to change their graduate academic program must submit an Application to Change Graduate Program of Study. Acceptance into the desired program is not guaranteed and admissions requirements for the requested program still apply. Applicable Utica College courses that were completed as part of the old program automatically transfer to the new program. When calculating cumulative GPA or assessing academic progress, all graduate courses taken at Utica College apply. If applicable, see Readmission Application Past the Six-Year Limit.

ACADEMIC PROGRESS

Any student whose academic record falls below Utica College standards, or otherwise indicates an inability to meet program retention criteria, may be denied permission for further study (see Academic Warning, Probation, and Dismissal). When calculating cumulative GPA or assessing academic progress, all graduate courses taken at Utica College apply. All requirements for graduate degree programs must be completed within six years of the initial date of matriculation in the program. Failure to observe the six-year limitation shall result in dismissal from the program. If applicable, see Readmission Application Past the Six-Year Limit.

Undergraduate students in the 500 level of the Occupational Therapy and Physical Therapy programs are held to graduate level academic standards, consistent with the accelerated nature of the programs. Students in the 500 level of these programs who fail to progress will be reassigned to a Health Studies advisor with the option to complete degree requirements for the bachelor's degree in Health Sciences or another bachelor's degree within the College.

ACADEMIC WARNING, PROBATION, AND DISMISSAL

A letter of warning will be issued to any student who either receives a grade of C or has a GPA of less than 3.0 after having completed 12 (twelve) credit hours. The student will be placed on academic warning. A second letter of warning will be issued to a student who receives a second grade of C. A copy of any letter of warning will go to the student's adviser.

A letter of probation will be issued to any student who receives a grade of F, WF or 2 grades of C. The student will be placed on probation and must retake the course, or an equivalent course as approved by the program chair, and earn a grade of B or better in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program chair, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered and earn a grade of B or better. Failure to achieve a B on retaking the course will result in dismissal from the program. The student is allowed to retake the course only once.

Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal.

A letter of dismissal will be issued to any student who has a GPA of less than 3.0 after having completed 21 (twenty-one) credit hours, or who receives 3 (three) grades of C or lower, or a second grade of F or WF. The student will be dismissed. This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Student Success.

If, following a successful appeal and reinstatement, a student earns a second dismissal, that dismissal cannot be appealed and is considered a permanent separation from the College.

Some programs may have stricter policies or procedures, please see program specific pages.

ADVISING

All students are assigned to an academic adviser. The College recommends that students consult their academic adviser regularly. Some students may be required to contact their advisers prior to registering for courses in order to obtain a PIN.

ANIMAL SUBJECTS IN RESEARCH

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

ATHLETIC ELIGIBILITY

Eligibility for intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA). NCAA regulations require that a graduate student may compete while enrolled in a full-time matriculated graduate program, as defined by the institution. This is provided that the student-athlete is cleared through the athletic department's compliance office with regard to all NCAA eligibility regulations. Additionally, a student-athlete must maintain good academic standing according to the requirements of the graduate program.

AUDITING

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

CLINICAL EDUCATION EXPERIENCE

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

CODE OF STUDENT CONDUCT

Utica College is a community committed to the principles of civility and fairness in pursuit of a purposeful academic experience. Students, staff, and faculty can expect that every interaction will be governed by the values of the college - lifelong learning, ethical behavior and integrity, honest communication, and the well-being of others. These are integral components of Utica College. The Code of Student Conduct articulates the connection between student behavior and these norms and expectations of the college community. Each student is responsible for his/her conduct from admission to Utica College to graduation. Students are expected to know and uphold the Code of Student Conduct, as well as abide by local, state, and federal law. When the Code is not upheld, students will face action through the conduct process. The complete Code of Student Conduct is available online at www.utica.edu/student/conduct.

COMPLAINT PROCEDURE

See Grievance Procedure.

CONFIDENTIALITY FOR STUDENT EMPLOYEES

See Student Employees.

CONFIDENTIAL THESIS OR CAPSTONE PROJECTS

All graduate theses and capstone projects are part of the intellectual endeavors of academia, and as such they shall be deposited in the Utica College Library where they are made available to the public, including online in an electronic format. Consequently, no student is permitted to embark on a thesis or capstone project that might be subject to restriction for reasons of national security or proprietary or controlled interest. It is expected that any personal, commercial, or human rights information contained in a thesis or capstone project will be anonymized unless the researcher has explicit permission to include such information.

CONTINUOUS ENROLLMENT

Graduate students at Utica College must be:

1. Matriculated and enrolled in a credit-bearing course, OR
2. Matriculated and enrolled in 997/998 Continuous Student Enrollment, OR
3. On an approved Leave of Absence.

Students who do not fall into one of three above categories and have not been dismissed from the college will be deactivated and lose matriculated status (see Matriculation). Students who have completed all of the course requirements for their graduate degree except for their culminating academic experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier), must maintain continuous enrollment until their final thesis or project has been approved with all required edits completed or the comprehensive exam has been taken and passed. At the discretion of the program director, this can be accomplished by enrolling in a 997/998 continuous student enrollment course and

paying the appropriate tuition/fee every semester until completion. The six-year time limit for completion of degree begins at the initial date of matriculation in a program and includes all time accumulated through enrollment in a 997/998 course (see Academic Progress). Failure to enroll in a 997/998 course will result in loss of matriculated status (see Matriculation). A Leave of Absence Form must be submitted to request a formal leave of absence (see Leave of Absence).

COPYRIGHTED MATERIAL AND UNAUTHORIZED PEER-TO-PEER FILE SHARING

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

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

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

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

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

- Utica College policy on Copyright and Peer-to-Peer File Sharing: www.utica.edu/policies
- How you can legally access music, movies, games, software, and other copyrighted materials: 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: www.utica.edu/academic/iits/copyright/p2pmovie

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 to \$150,000 in the case of a 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 copies are made.

Article 17, Chapter 5 of the United States Code sets forth the laws concerning Copyright Infringement and Remedies.

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

For the full disciplinary procedures as outlined in the Copyright and Peer-to-Peer File Sharing policy please see 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-infringement material in your possession, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

COURSE CANCELLATION

The College reserves the right to cancel any course if registration for it does not justify continuance and to make changes in courses, regulations, curricula, and fees at any time. Students enrolled in a course that is canceled will receive notification via their UC e-mail account. Students may also verify their schedule via BannerWeb.

COURSE NUMBERING

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

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.

CULMINATING ACADEMIC EXPERIENCE REQUIREMENTS

In keeping with the requirements of the New York State Department of Education, Utica College requires that all graduate students complete research or a comparable occupational or professional experience, which the College calls Culminating Academic Experiences. Each graduate program determines which experience option(s) are available to students in the program (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier).

At Utica College, individual graduate programs have program-specific research requirements. For complete information and requirements, students should obtain additional information from the program in which they are matriculated. See the Office of Graduate Studies Web site at www.utica.edu/ogs for the current Culminating Academic Experience options with broad definitions and the procedures for each.

CURRICULUM CHANGES

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

DEFERRED ENTRY

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

DISMISSAL

See Academic Warning, Probation, and Dismissal.

E-MAIL

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

EXPERIENCE CREDIT

Only in exceptional circumstances will Utica College allow for experience credit. Experience credit is limited to six credits in a program, and the experience credit must have produced the learning equivalent to taking a course in the program. A student wishing to receive experience credit must submit an Application for Graduate Experience Credit to their program director, who in turn submits the form with their endorsement to the Dean for Graduate Studies. If approved some type of formal evaluation demonstrating knowledge of the information appropriate to the course must occur such as a final paper or exam. The appropriate tuition and fees apply for the equivalent course(s) based on the per-credit rate for that program's tuition.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

See Student Records.

FIELD EXPERIENCE

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

FINANCIAL CHANGES

Contact the Office of Student Financial Services at (315) 792-3179 or visit www.utica.edu/sfs for current tuition rates, fees, and other expenses. The College reserves the right to make changes in tuition and fee at any time.

FORMS

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

GRADE CHANGES

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

GRADE POINT AVERAGE

Grade points are awarded on the basis of a 4.0 Quality Point Scale for each credit hour based on the grade received in a course:

A = 4.0	B+ = 3.3	C+ = 2.3
A- = 3.7	B = 3.0	C = 2.0
	B- = 2.7	F = 0.0

Grades of AU and P are not calculated into the grade point average, nor is any credit received. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours for each course. In this catalog, the number of credit hours is indicated in parentheses after the course listing. A graduate student must have a 3.0 Overall GPA or better in order to graduate.

GRADING SYSTEM

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

A grade of I (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. Illness or exceptional circumstances are the usual bases for consideration. A grade of Incomplete must be agreed upon by both the student and the instructor and should include the completion of an Incomplete Contract Form. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted, but the default time frame is six weeks from the latest final grades due date of a given semester. 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. However, the student must remain enrolled in either another credit-bearing course or in 997/998 Continuous Student Enrollment (see Continuous Enrollment). 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 with the final grade being attached to it (e.g., IA, IB). Grades of Incomplete may affect student financial aid; contact the Office of Student Financial Services for more information.

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

GRADUATION APPROVAL

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

To be approved for graduation, a student must:

- Complete all course requirements with

satisfactory academic standing including a minimum cumulative grade point average of 3.0.

- Be enrolled in a credit-bearing course or in a 997/998 Continuous Student Enrollment course for the semester in which they seek graduation.
- Submit an Application for Degree to the Registrar's Office by the deadline for the semester in which the student anticipates graduating.
- Successfully complete a Culminating Academic Experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier).
- If appropriate, submit required paperwork and copies of the Culminating Academic Experience to the Office of Graduate Studies, and
- Satisfy all financial obligations to the College, including the graduation fee and completing the Exit Interview.

Each student's Application for Degree is verified for completion of the above requirements for graduation. When all of these criteria have been met, the dean shall recommend the student to the provost for certification by the Faculty Senate that the student has met all of the requirements for graduation.

GRIEVANCE AND COMPLAINT PROCEDURES

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

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

If a student wishes to be absolved from adhering to

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

If the matter cannot be resolved to the student's satisfaction, the student may submit a petition to the Academic Standards Committee. The committee will consider the petition and inform the student by letter of the decision reached and the action taken.

Appeals of actions taken by any administrative officer should be submitted in writing to the president of the College.

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

HUMAN SUBJECTS IN RESEARCH

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

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

Utica College policy states that no research with human subjects shall be conducted until the

Institutional Review Board has approved the research protocol. Before such approval is granted, proper consideration shall be given to the risks to the subjects, the anticipated benefits to the subjects and others, the importance of the knowledge that reasonably may be expected to result, and the informed consent process to be employed.

Further information on the use of human subjects in research may be found in the Utica College IRB Policies and Procedures Manual available on the web at www.utica.edu/irb.

INACTIVE STUDENTS

Students who are inactive (not enrolled) for at least two years but have not indicated their intent to withdraw from Utica College will be administratively withdrawn from their academic program. The College will no longer communicate with these students regarding registration or degree completion. A student who has been withdrawn but wants to return to complete their degree and is capable of completing the degree within the six-year limit of degree completion can submit an Application for Readmission Form. Students wishing to return who are unable to complete their degree within the six-year limit should see Readmission Applications Past the Six-Year Limit for more information.

INCOMPLETE (I) GRADE

See Grading System

INDEPENDENT STUDY OR PROJECT

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

or begins the independent study or project. Tuition for an independent study or project is the per-credit rate for the appropriate program.

INTELLECTUAL HONESTY

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

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

INTELLECTUAL RIGHTS

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and the 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 especial critical in computer environments. Violation 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.

LEAVE OF ABSENCE

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

A leave of absence may NOT be used in place of enrolling in a 997/998 Continuous Student Enrollment course (see Continuous Enrollment).

LEAVE, MEDICAL

The purpose of Medical Leave of Absence (MLOA) 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. 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 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).

LEAVE, MILITARY-RELATED

If you will be leaving for military duty or are returning from assignment, please contact UC's Veteran's 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.

1. 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.

MAKE-UP EXAMINATIONS

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

MATRICULATION

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

A student who is not continuously enrolled (see Continuous Enrollment) will become inactive and lose matriculated status. Loss of matriculated status means that the student will need to start repaying any student loans, they will no longer have access to electronic library resources, and will need to submit an Application for Readmission Form through the Office of the Registrar to be reactivated in order to regain matriculated status and be allowed to register for courses or be graduated. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term.

PETITIONS

See Grievance and Complaint Procedures.

POLICY AND PROCEDURE CHANGES

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

PROFESSIONAL BEHAVIOR

Students, as well as faculty, are expected to exhibit the high level of personal integrity that society must demand of professionals. Matters of professional misconduct are typically handled by the relevant academic department unless the behavior is so egregious as to warrant it being referred to the Office of Academic Affairs or the Academic Standards Committee. Failure to comply with these standards may result in dismissal from the College. For further information consult the Utica College Code of Student Conduct (see Code of Student Conduct) and retention policies of the individual graduate programs.

READMISSION APPLICATION PAST THE SIX-YEAR LIMIT

Students who have been absent from Utica College so long that the six-year limit for completing the degree has expired but who wish to return to the College have two options. If a student wants to come back into the same program, the student needs to submit an appeal to the Provost's office. A student who wants to return into a different program needs to file an entirely new application through the regular admissions process for the desired program and pay the application fee again. Courses taken at Utica College become eligible for transfer into the new program and are subject to the rules concerning transfer of courses at the graduate level.

REFUND POLICY

Contact the Office of Student Financial Services at (315) 792-3179 or visit www.utica.edu/sfs for information.

REPEATING A COURSE

A student may elect to repeat only two courses. Only courses in which the student earned a grade of

B-, C+, or C may be repeated, and a course may be repeated only once and with the written permission of the relevant program director. When a course is repeated, the lower grade remains on the transcript but is no longer calculated into the student's GPA (credit is only awarded once). Repeating a course may affect financial aid eligibility. Students are encouraged to speak with their student financial services counselor prior to registering.

Note that a student is required to repeat a course in which a grade of F is received, which falls under the Academic Warning, Probation, and Dismissal policy.

RESIDENCIES

Residencies are associated with specific courses and are mandatory. In certain dire circumstances the program director may grant a one-time deferral or excuse a student from the requirement to attend a residency. The failure to attend a residency will have a negative impact on success in the program.

RESIDENCY

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

SCHEDULE CHANGES BY STUDENT

1. Any change in schedule must be approved by the Office of the Registrar to become effective. Failure to do so will result in a grade of F for the course.
2. The schedule of deadline dates for add, change, and drop of courses is published each semester in the Academic Calendar.
3. Courses dropped after the official deadline to withdraw will receive a grade of WF (see Withdrawal).
4. See Refund Policy for details of tuition refunds and Return of Title IV funds.

STUDENT EMPLOYEES, CONFIDENTIALITY FOR

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

STUDENT RECORDS, ACCESS TO AND RELEASE OF

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

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

1. Official files containing material directly related to students are maintained in the following locations on campus.
 - a. The Office of the Registrar maintains the student’s official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student’s academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
 - b. The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major, or is on academic probation. These copies are maintained by the director of student development.
 - c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
 - d. The Office of Student Employment maintains files containing information related to a student’s employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
 - e. Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student’s request for a period of 5 years after opening their file. These files are maintained by the Office of Career Services.
 - f. The Office of Student Affairs maintains files of students who have had cases adjudicated through the College’s student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.
 - g. The Office of Residence Life maintains files related to students who live in campus residences. 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.
 - h. The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
 - i. Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of corporate and professional programs.

- j. The Division of Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the coordinator of research and records.
 - k. The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.
 - l. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - a. Utica College officials, faculty members, and employees – including student employees, trustees, and persons under contract to the College – who have legitimate educational interests.
 - b. Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.
 - c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - d. Accrediting organizations in order to carry out their accrediting functions.
 - e. In compliance with judicial order pursuant to any lawfully issued subpoena.
 - f. Parents of students who are dependents of their parents for income tax purposes.
 3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained for a period of five years. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.
 5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of \$1 for the first page requested and 10 cents for each additional page, with the exception of transcripts, which will be made available at a charge of \$5 per copy.
 6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.
 7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home town, home address, residency status, campus or local address, telephone number, UC e-mail address, UC student ID number, date and place of birth, academic level, major field of study, weight and height of athletic team members, dates of attendance at Utica College,

registration status (full- vs. part-time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. Students who do not wish to have this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by college officials.

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

STUDENT STATUS

Graduate students are considered full-time when they are registered for 6 or more credit hours in a given semester, half-time if they are registered for 3 to 5 credit hours, and less than half-time if they are registered for 2 credit hours or fewer. Students who are registered for courses have a student status of "Active." Students who are not enrolled have a student status of "Inactive" and must be on an approved leave of absence (See Leave of Absence). Inactive students who are not on an approved leave of absence lose their matriculated status (see Matriculation) and must request to be readmitted to their academic program by submitting an Application for Readmission form.

STUDY AT OTHER INSTITUTIONS

See Transfer Credit

TRANSCRIPTS

The Registrar's Office issues transcripts upon written request. There is a fee per transcript. Requests are generally processed within five days. Delays may be experienced during the beginning and the end of each semester and during pre-registration. Please plan accordingly. Although students may request an unofficial copy of their transcript for their own use, when requesting that official transcripts be issued to other institutions or individuals, such requests

must be made in person or in writing. Utica College reserves the right to withhold the transcripts and diplomas of financially-delinquent students.

TRANSFER CREDIT

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

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

WAIVED COURSES

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

Moreover, it is the student's ultimate responsibility to ensure that all degree requirements have been

completed (see Graduation Approval). Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students.

WITHDRAWAL

Students wishing to withdraw from one or more courses while remaining registered for at least one course in the term indicated must do so via BannerWeb before the add/drop deadline. After the add/drop deadline, the request must be made in writing to the Office of the Registrar and may result in financial and academic consequences.

Students wishing to withdraw from ALL courses in a given term or to withdraw completely from the College must submit the Complete Withdraw Form. See the Office of the Registrar's website at www.utica.edu/registrar for more information.

Withdrawing from (dropping) a class during the add/drop period for the appropriate part of term will result in the complete removal of the course from a student's record. Withdrawing from a class during the withdraw period – after the add/drop deadline but before the “last day to WD without academic penalty” deadline – will result in a grade of WD on a student's transcript; this grade will not affect the GPA. Withdrawing from a class during the withdraw/fail period – after the “last day to WD without academic penalty” deadline – will result in a grade of WF on a student's transcript; this grade calculates as an F in the GPA. Consult the Academic Calendar for these deadlines.

Students may be placed on academic probation, depending on the conditions of their withdrawal. Students who receive aid may also be subject to a Return of Title IV funds and may fail to make successful academic progress, resulting in the loss of eligibility for financial aid.

WITHDRAWAL, UNOFFICIAL FOR 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

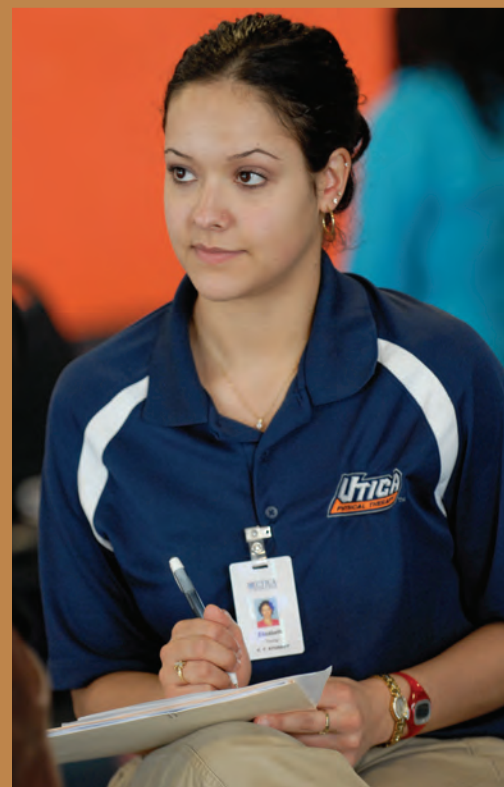
Title IV federal regulations. The College is required to return unearned financial aid to the federal government for all unofficial withdrawals in the same manner as students who withdraw officially. The student's last date of attendance is used to calculate the amount of financial aid to return to the 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 the Office of Student Financial Services at (315) 792-3179.



PROGRAMS OF STUDY

PROGRAM	HEGIS CODE	PAGE
Business Administration		
Economic Crime and Fraud Management (Master of Business Administration) *	0599.00	46
Professional Accountancy (Master of Business Administration)	0502.00	48
General Management (Master of Business Administration)		50
Cybersecurity *	2105.00	52
Economic Crime Management (Master of Science) *	2105.00	55
Education		58
Childhood Education (Master of Science)	0802.00	62
Childhood and Special Education (Master of Science)	0802.00	64
Adolescence Education (Master of Science)	0803.00	65
Adolescence Education (Master of Science) Dual Degree Program with BA in History (see undergraduate catalog) **		67
Adolescence and Students with Disabilities, Grade 7-12 Generalist (Master of Science)	0803.00	68
Students with Disabilities, Grade 7-12 Generalist (Master of Science)	0808.00	70
Special Education Teacher Certification (Master of Science)	0808.00	72
Leadership and Instruction for Inclusive Classrooms (Master of Science in Education)	0801.00	73
Educational Leadership and Administration (Master of Science) *	0828.00	74
Educational Leadership and Administration Non-Certification (Master of Science) *		75
Certificate of Advanced Study: School Building Leader (CAS) *	0828.00	76
Certificate of Advanced Study: School District Leader (CAS) *	0827.00	77
Health Care Administration (Master of Science) *	1202.00	79
Liberal Studies (Master of Science) *	4901.00	81
Occupational Therapy (Master of Science)	1208.00	84
Physical Therapy		
Entry Level Doctor of Physical Therapy	1212.00	87
Post-Professional Transitional Doctor of Physical Therapy *	1212.00	90

*Online Program

** Pending NYS Education Department Approval

ONLINE PROGRAM

MBA - ECONOMIC CRIME AND FRAUD MANAGEMENT

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

The Master of Business Administration degree program in Fraud Management provides students who have completed their undergraduate education in related academic areas or students currently employed in law enforcement or industries impacted by fraud or security issues to obtain professional skills in management specific to the prevention and detection of fraud. The program, which can be completed in two-and-one-half years of part-time study, utilizes a flexible distance learning format, two on-campus residencies, and study at home. Each residency is two-and-one-half days. Following the first residency students enroll in their first two core classes, MGT 610 & ACC 605. Following the other residency, student enroll in their second set of core classes, ECN 610 & FIN 601.

STUDENT LEARNING GOALS

- Identify complex problems – demonstrate critical thinking by implementing a solution
- Demonstrate quantitative skills
- Demonstrate competency in use of technology
- Demonstrate leadership and team work effectiveness
- Demonstrate effective communications skills
- Identify and analyze legal and ethical issues in management

ACADEMIC REQUIREMENTS (30 CREDIT HOURS) (PLUS PREREQUISITES)

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

Management Courses

- MGT 610 – Core Topics in Management (3)
- ACC 605 – Financial Reporting Analysis (3)
- ECN 610 – Managerial Economics (3)
- FIN 601 – Advanced Financial Management (3)
- ECN 607 – Quantitative Analysis for Management (3)

The Management Capstone Course:

- MGT 619 – Strategic Management and Leadership (3)

NOTE: MGT 610 & ACC 605 (formerly MGT 602) must be taken sequentially following a 2 and a half day residency; ECN 610 & FIN 601 (formerly MGT 601) must be taken sequentially following a 2 and a half day residency.

Fraud Management Required Courses

- ECM 535 – Legal and Regulatory Issues for Fraud Management (3)
- ECM 603 – Management of Fraud Prevention and Detection (3)

The Fraud Management Capstone Course:

- ECM 604 – Seminar in Fraud Management (3)

Fraud Management Elective Courses

Select one elective from the following:

- ECM 623 – Advanced Fraud Investigation and Analysis (3)
- ECM 632 – Information and Communication Security (3)
- ACC 604 – Seminar in Assurance and Forensic Auditing (3)

UC COURSE SATISFYING PREREQUISITES

Principles of Microeconomics:

- ECN 511 – Economic Analysis of Public Policy Issues

Financial and Managerial Accounting:

- ACC 501 – Introduction to Accounting

Principles of Management/Marketing:

- MGT 501 – Management and Marketing

Corporate Finance:

- FIN 533 – Corporate Finance

Students interested in forensic accountancy may wish to take additional courses beyond the regular 30-credit-hour program requirement. These courses will not count toward the degree and students will receive only one 30-credit MBA in Economic Crime and Fraud Management degree. No separate credential in forensic accountancy will be awarded, nor will this emphasis appear on a Utica College transcript. The individual courses will be noted on the transcript, and include ACC 561 Introduction to Forensic Accounting and Fraudulent Financial Reporting, ACC 602 Seminar in Professional Accounting Practice, and ACC 604 Seminar in Assurance and Forensic Auditing.

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

ON-GROUND PROGRAM

MBA - PROFESSIONAL ACCOUNTANCY

The Utica College on-ground MBA in Professional Accountancy is designed for students who have a BS degree in accounting or business with a concentration in accounting. The primary focus of the program is professional practice and assurance. The program complies with the New York statutory 150-hour educational requirement for CPA candidates and meets the educational requirements of the AICPA for newly admitted members. Combined with a typical undergraduate accounting degree, a graduate would have more than 36 hours of accounting, including 12-15 graduate hours, and 36 hours or more of general business including 12-18 graduate hours.

The curriculum for the MBA in Professional Accountancy consists of a 18-semester hour graduate Business Core. The program is entirely on-ground. Taking five classes per term, students meeting all prerequisites can complete the program in two terms. The program includes required courses in advanced managerial accounting and professional practice.

STUDENT LEARNING GOALS

Graduates from this program will be able to:

- identify and define a complex problem in management, analyze the problem fully, and develop and implement a solution.
- use quantitative skills effectively.
- use computer technology effectively.
- identify and analyze issues involving ethics and professional responsibilities in accounting.
- demonstrate effective oral communications skills in business and accounting.
- demonstrate effective written communications skills in business and accounting.
- demonstrate knowledge of financial accounting and reporting, cost and managerial accounting, taxation, and auditing and attestation services.
- perform accounting research.

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Business Core

- MGT 610 – Core Topics in Management (3 credits)
- ACC 605 – Financial Reporting Analysis (3 credits)
- ECN 610 – Managerial Economics (3 credits)
- FIN 601 – Advanced Financial Management (3 credits)
- ECN 607 – Quantitative Analysis for Management (3)

The Management Capstone Course:

- MGT 619 – Strategic Management and Leadership (3)

Required Accounting Classes

- ACC 601 – Seminar in Advanced Managerial Accounting (3)
- ACC 602 – Seminar in Professional Accounting Practice (3)

Elective Classes in the MBA Concentration

Select two electives from the following:

- ACC 603 – Taxes and Business Strategy (3)
- ACC 604 – Seminar in Assurance and Forensic Auditing (3)
- MGT 617 – Corporate Ethics (3)

ON-GROUND PROGRAM**MBA - GENERAL MANAGEMENT ****

The Utica College blended MBA is designed for mid-career professionals who are looking to further their education and advance their career while managing issues of work-life balance. Offered in a “blended” or “hybrid” model, this program allows students to choose the method of access which best suits their personal and educational preferences. All course work for the program may be accessed in a class room, online, or through a combination of both class room and online learning. The program offers a contemporary and integrated core business education and the opportunity to pursue a unique, applied concentration tied to specific career outcomes.

The blended MBA provides students who have completed their undergraduate education and obtained 3- 5 years of professional experience contemporary, integrated skills in general business management and the ability to choose 12 credits of electives designed to fit their professional and educational interests. This 30 credit hour program requires the student to complete 15 credit hours (ten (1.5)-credit courses) in the business core before finishing their program with 12 credit hours (four 3-credit courses) in an areas of their choosing and a 3 credit masters research project. The program is designed so it can be completed in 2 years of part-time study.

STUDENT LEARNING GOALS

Graduates from this program will be able to:

- Demonstrate a strategic level understanding of the key functions of business—accounting, economics, finance, international business, management, marketing, operations, and statistics.
- Perform problem analysis, both individually and as part of teams and groups, decision-making and their impact on present results and future results, using vehicles such as problem and case analysis, integrated modules, and live consulting opportunities.
- Be aware of and understand globalization and its impacts on people, businesses, and the economy.
- Develop a personal framework for considering and addressing values issues and application of values to business professions through case analysis and in classroom interaction.

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Business Core	<i>Taken Year</i>
BUS 611 – Principles and Practices of Leadership I (1.5)	(1)
BUS 612 – Principles and Practices of Leadership II (1.5)	(1)
BUS 621 – Financial Fluency I (1.5)	(1)
BUS 622 – Financial Fluency II (1.5)	(1)
BUS 631 – Data-driven Decision-making I (1.5)	(1)
BUS 632 – Data-driven Decision-making II (1.5)	(1)
BUS 641 – The Global Consumer, Markets and Logistics I (1.5)	(1)
BUS 642 – The Global Consumer, Markets and Logistics II (1.5)	(1)
BUS 651 – Strategy I (1.5)	(1)
BUS 652 – Strategy II (1.5)	(1)

Elective Classes

After completing the business core, students choose four 3-credit graduate-level elective courses. Students may opt for a general selection of business courses, may fashion their own elective concentration, or may follow Utica College developed advising concentrations:

			<i>Taken Year</i>
Elective	–	(3)	(2)
Elective	–	(3)	(2)
Elective	–	(3)	(2)
Elective	–	(3)	(2)

After completing the above requirements, students must complete both of the following:

			<i>Taken Year</i>
BUS 679	–	MBA Project Proposal (1.5)	(2)
BUS 689	–	MBA Project Execution (1.5)	(2)

*****Pending New York State Education Department approval.**

ONLINE PROGRAM

CYBERSECURITY

In today's information intensive environment, cyber-related incidents – such as online fraud, cyber crime, cyber terrorism, and cyber espionage – are on the rise. Our national security, personal safety, and economic health are at risk. To address the growing need for professionals with the advanced knowledge to anticipate and repel sophisticated cyber attacks and infiltration attempts on computer systems, Utica College designed the online Master of Science degree program in Cybersecurity.

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

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

- An understanding of the major concepts in cybersecurity, computer forensics, cyber intelligence and counterintelligence, and cyber terrorism
- The application of cybersecurity technology to field operations
- Ethics as applied to cybersecurity operations and policy
- A practical knowledge of cybercrime investigations, including methods of maintaining the integrity of cyber evidence.
- The program offers three specializations targeted to students with different interests in this exciting field.

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 computer forensic tools and techniques used to investigate and analyze digital devices and network-related incidents. Coursework also focuses on the collection and preservation of digital evidence from a variety of environments.

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.

CYBER OPERATIONS

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

STUDENT LEARNING GOALS

- Develop an understanding of cybersecurity tools, techniques, and technologies
- Demonstrate an understanding of how traditional intelligence methods and procedures are applied to the cybersecurity domain
- Demonstrate critical thinking and information application related to the discipline of cybersecurity, intelligence, and forensics
- Demonstrate an understanding of cybercrime investigations and the application of computer forensics tools and techniques

- Design and discuss a research project based on the scientific method
- Show how ethical issues impact decision making in the cybersecurity area
- Develop an understanding of different forms of malware
- Develop an understanding of risk assessment methods related to cybersecurity and national critical infrastructures

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Major Core Requirements (18 credit hours)

- CYB 605 – Principles of Cybersecurity (3)
 CYB 610 – Cyber Intelligence (3)
 CYB 633 – National Critical Infrastructures and National Security (3)
 CYB 673 – Principles of Cybercrime Investigations (3)
 CYB 695 – Capstone Project I & II (6)
 & 696

Computer Forensics Specialization Requirements (12 credit hours)

- CYB 624 – Advanced Topics in Cybercrime Investigations (3)
 CYB 651 – Computer Forensics Investigations I (3)
 CYB 652 – Computer Forensics Investigations II (3)
 CYB 653 – Network Forensics (3)
or
 CYB 659 – Advanced Topics in Computer Forensics (3)

Intelligence Specialization Requirements (12 credit hours)

- CYB 615 – Cyber Counterintelligence (3)
 CYB 616 – Domestic Terrorism and Extremist Groups (3)
or
 CYB 617 – Cyber Conflict (3)
 CYB 667 – Critical Incident Command, Response and All Hazards (3)
 CYB 689 – Advanced Topics in Cybersecurity (3)

Cyber Operations Specialization Requirements (12 credit hours)

- CYB 640 – Tactics, Techniques and Procedures (3)
 CYB 641 – Computer and Network Operations (3)
 CYB 642 – Access Methods and Data Hiding (3)
 CYB 643 – Autonomous Cyber Operations (3)
or
 CYB 649 – Advanced Topics in Cyber Operations (3)

Students in this program may opt to take up to two specializations under the following conditions:

- 1) They must have the approval of their academic adviser and the Program Director.
- 2) Students may take either one or two but not three specializations.

continued

CYBERSECURITY

continued

- 3) Courses must be taken in sequential order. Each specialization must be completed before starting the other.
- 4) Courses may not be taken in tandem nor can eight-week courses be doubled up.
- 5) Courses may not be available every semester depending on student need.
- 6) The Capstone project 695 and 696 will be taken upon the completion of the specializations and can be in either track.
- 7) Students taking the single specialization will require a total of 30 credit hours. Students taking a dual specialization will require a total of 42 credit hours, but will receive one MS degree.

ONLINE PROGRAM**ECONOMIC CRIME MANAGEMENT**

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

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

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

STUDENT LEARNING GOALS

- Exhibit understanding of how organizational design and enterprise risk management are integral parts of managing fraud and compliance in both a national and global environment
- Exhibit advanced investigation and analysis skills and the utilization of multiple data sources to prevent, detect, and mitigate fraud
- Recognize the increasing role of operational risk as it relates to information and communication technology and the expanding role in loss mitigation and business continuity to protect the organization
- Provide leadership to manage the use of analytical skills, investigation, and detection methods in economic crime management including auditing, data mining, and modeling
- Exhibit an understanding of the complex legal and compliance regulations impacting public- and private-sector organizations
- Exhibit an ability to think critically and apply information to problems, as demonstrated in course assignments and the capstone project or thesis
- Exhibit the ability to communicate information orally and in writing, as demonstrated in course papers, discussion threads, and group projects
- Exhibit an ability to ensure the integration of theory and practice that reflects current knowledge, high ethical standards, and professional responsibility

continued

ECONOMIC CRIME MANAGEMENT

continued

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Management Courses (9 credit hours)

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

Economic Crime Courses (6 credit hours)

- ECM 622 – Legal Concepts of Criminal Fraud (3)
- ECM 627 – Fraud Management: Risk Management and Compliance (3)

Technology Courses (9 credit hours)

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

Analytical Skills (6 credit hours)

- ECM 626 – Financial Investigations (3)
- ECM 642 – Advanced Fraud Analysis (3)

Cumulative Experience (6 credit hours)

- | | | |
|---------------------------------------|----|-------------------------|
| ECM 651 – Professional Project I (3) | or | ECM 653 – Thesis I (3) |
| ECM 652 – Professional Project II (3) | or | ECM 654 – Thesis II (3) |

EDUCATION

Eleven 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 Childhood and Special Education** is designed for candidates seeking initial certification in both childhood and special education, grades 1-6.
- **The Master of Science degree program in Adolescence Education** is designed for candidates seeking certification to teach biology, chemistry, English, mathematics, physics, or social studies to students in grades 7–12.
- **The Dual Degree Program with BA in History (see Undergraduate Catalog) and a Master of Science in Adolescence Education** is designed for candidates who are admitted at the undergraduate level into the 5-Year BA History-MS Adolescence Education program. Candidates earn a bachelor's degree in History and obtain New York State initial/professional certification in adolescence education with their Master of Science degree. **
- **The Master of Science degree program in Adolescence and Students with Disabilities Grades 7-12 Generalist** is designed for candidates seeking initial certification in both adolescence and special education, grades 7-12.
- **The Master of Science degree program in Students with Disabilities Grades 7-12 Generalist** is designed for candidates seeking initial certification in special education, grades 7-12.
- **The Master of Science degree program in Special Education Teacher Certification** is designed for candidates who have initial, provisional, or professional certification in childhood grades 1-6 and who wish to add certification in special education.
- **The Master of Science in Education degree program in Leadership and Instruction for Inclusive Classrooms** provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms. The Master of Science in Education degree program provides courses of study appropriate for students seeking professional teacher certification at any grade level.
- **The Master of Science degree program in Educational Leadership and Administration** is designed for candidates seeking a master's degree and New York State certification as a school building leader. Candidates must hold a permanent or professional teaching certificate, have three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.
- **The Master of Science degree program in Educational Leadership and Administration – Non-certification** is a program of study for candidates seeking a master's degree but not seeking New York State certification as school building leader.
- **The Certificate of Advanced Study (CAS) School Building Leader** is a program of study for candidates seeking New York State certification as a school building leader. By completion of the program, to be certified as school building leaders, candidates must hold a permanent or professional teaching certificate, three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.

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

Graduates will understand and know how to apply the Common Core Learning Standards to their daily lessons 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.

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

NON-MATRICULATED STUDENTS

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

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

INTERNAL TRANSFERS WITHIN THE EDUCATION DEPARTMENT

Students who are enrolled in the education department and who wish to leave one education program and matriculate into another must complete the appropriate application forms and must meet all admissions requirements for the new program. Candidates will be reviewed on the same basis as any new applicant to the College. When a candidate is admitted into a new program within the education department, Utica College courses that were completed as part of the old program will automatically transfer to the new program. When calculating cumulative GPA all courses taken at Utica College will apply.

ACADEMIC POLICIES SPECIFIC TO EDUCATION STUDENTS

Any student who receives an "F" for cheating will be dismissed from the program.

TEAC CLAIMS AND CROSS- CUTTING LIBERAL EDUCATION THEMES

EDUCATION PROGRAM

TEAC Claim 1 Our degree candidates have a strong knowledge of subject matter.

TEAC Claim 2 Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.

TEAC Claim 3 Our degree candidates acquire teaching skills that promote student learning.

TEAC Claim 4 Our degree candidates teach caringly and effectively and are professionals.

EDUCATION

continued

EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM

TEAC Claim 1 Our graduates use theory, research, and best practice to inform their leadership.

TEAC Claim 2 Our graduates use effective decision making to implement change in schools.

TEAC Claim 3 Our graduates are caring leaders who strive to ensure that all students attain high educational standards.

CROSS- CUTTING LIBERAL EDUCATION THEMES FOR ALL PROGRAMS

Learning how to learn

Multicultural perspectives and accuracy

Technology

ON-GROUND PROGRAM

CHILDHOOD EDUCATION

GRADES 1-6, MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 7-9 may do so by taking additional courses.

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

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

ACADEMIC REQUIREMENTS (49 CREDIT HOURS)

Required Courses (31 credit hours)

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

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

MIDDLE CHILDHOOD EXTENSION

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

GRADES 7-9

Academic Requirements (9 credit hours)

EDU 503 – Literacy and Comprehension: Middle Adolescent (3)

EDU 512 – Practical Teaching Methodologies (3)

EDU 533 – Adolescent English/Language Arts Methods (3)

or

EDU 534 – Adolescent Social Studies Methods (3)

or

EDU 535 – Adolescent Mathematics Methods (3)

or

EDU 537 – Adolescent Science Methods (3)

ON-GROUND PROGRAM

CHILDHOOD AND SPECIAL EDUCATION

GRADES 1-6, MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood and Special Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 7–9 may do so by taking additional courses.

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

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

ACADEMIC REQUIREMENTS (58 CREDIT HOURS)

Required Courses (40 credit hours)

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

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

ON-GROUND PROGRAM**ADOLESCENCE EDUCATION**

GRADES 7-12, MASTER OF SCIENCE DEGREE

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

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

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

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

- Principles of Macroeconomics (3 credits) *and*
- American National Government (3 credits) *and*
- 21 credit hours in history

ACADEMIC REQUIREMENTS (46 CREDIT HOURS)**Required Courses (28 credit hours)**

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

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

- EDU 671 – Student Teaching Seminar (1)
- and*
- | | | |
|-----------------------------------|-----------|--------------------------------------|
| EDU 675 – Student Teaching I (4) | <i>or</i> | EDU 677 – Mentored Internship I (4) |
| EDU 676 – Student Teaching II (4) | | EDU 678 – Mentored Internship II (4) |

continued

ADOLESCENCE EDUCATION

continued

Professional Development in Education (3 credit hours)

Choose one course

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

or

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

MIDDLE CHILDHOOD EXTENSION

May be taken in conjunction with Adolescence (Grades 7-12) Education Program

GRADES 5-6

Academic Requirements (12 credit hours)

EDU 502 – Literacy and Comprehension: Birth-Childhood (3)

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

EDU 544 – Science and Technology Methods: Birth-Childhood (3)

EDU 545 – Math Methods: Birth-Childhood (3)

ON-GROUND PROGRAM**ADOLESCENCE EDUCATION ****

GRADES 7-12, MASTER OF SCIENCE DEGREE (DUAL DEGREE PROGRAM WITH BA IN HISTORY)

This is a program of study for candidates who are admitted at the undergraduate level into the 5 Year BA History-MS Adolescence Education program. Candidates earn a bachelor's degree in History and obtain New York State initial/professional certification in adolescence education with their Master of Science degree. Candidates in this program produce a Master's thesis based on original historical research. Students are admitted into the 5-year dual-degree program as first year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Sophomore Year; a minimum GPA of 3.0 is required in years three, four, and five.

ACADEMIC REQUIREMENTS (40 CREDIT HOURS)**Required Courses (in addition to BA History requirements)****Pedagogical Courses (18 credit hours)**

- EDU 503 – Literacy and Comprehension: Middle-Adolescent (3)
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 615 – Learning and Cognition (3)
- EDU 621 – Inclusive Classroom Strategies (3)
- EDU 632 – Data-Based Decision Making (3)
- PSY 604 – Child and Adolescent Development: Implications for Educators (3)

Content Area Electives (9 credit hours)

- HIS 564 – Foundations of the European World (3)
Social Science elective (3)
- HIS 656 – Guided Historical Research / Inquiry Project (3)

Student Teaching Internship (13 credit hours)

- EDU 671 – Student Teaching Seminar (1)
and
- EDU 675 – Student Teaching I (6) *or* EDU 677 – Mentored Internship (6)
- EDU 676 – Student Teaching II (6) EDU 678 – Mentored Internship (6)

ON-GROUND PROGRAM

ADOLESCENCE AND STUDENTS WITH DISABILITIES GRADES 7-12 GENERALIST

GRADES 7-12, MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a bachelor's degree in the subject area they plan to teach, and who wish to seek dual certification in Adolescence and Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica college are English, mathematics, Biology, chemistry, physics and the social studies (degrees in economics, history, government and politics, or an equivalent degree to the sociology/anthropology degree awarded by Utica College.)

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 or the equivalent in one or more of the liberal arts and sciences
- 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

ACADEMIC REQUIREMENTS (58 CREDIT HOURS)

Required Courses (credit hours)

- EDU 501 – Foundations of Literacy (3)
- EDU 503 – Literacy and Comprehension: Middle-Adolescence (3)
- EDU 505 – Foundations of Special Education (3)
- EDU 511 – Introduction to Teaching (1)
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 521 – Foundations of American Education (3)
- EDU 525 – Assessment of Children and Youth with Special Needs (3)
- EDU 527 – Adolescence Special Education Methods (3)
- EDU 528 – Methods and Curriculum: Severe Disabilities (3)
- EDU 533 – Adolescent English/Language Arts Methods (3)
- or*
- EDU 534 – Adolescent Social Studies Methods (3)
- or*
- EDU 535 – Adolescent Mathematics Methods (3)
- or*
- EDU 537 – Adolescent Science Methods (3)
- EDU 615 – Learning and Cognition (3)
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 632 – Data-Based Decision Making (3)
- PSY 604 – Child and Adolescent Development: Implications for Educators (3)

Professional Development in Education (3 credit hours)

Choose one course

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

or

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

Content Area Electives (6 credit hours required)

Choose two courses in your certification content area.

Student Teaching or Mentored Internship (9 credit hours)

EDU 671 – Student Teaching Seminar (1)

and

EDU 675 – Student Teaching I (4) *or* EDU 677 – Mentored Internship (4)

EDU 676 – Student Teaching II (4) EDU 678 – Mentored Internship (4)

**Students who currently have NYSED initial certification are required to complete only one student teaching placement. Contact the Utica College Department of Education for further information.*

ON-GROUND PROGRAM

STUDENTS WITH DISABILITIES GRADES 7-12 GENERALIST

MASTER OF SCIENCE DEGREE

This is a program of study for candidates who have a bachelor's degree and who wish to seek the Students with Disabilities Grades 7-12 Generalist certification.

In addition to the requirements in the teaching students with disabilities program listed below, students must fulfill the following requirements:

- Major or the equivalent in one or more of the liberal arts and sciences.
- 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 with the last six years or may be taken in conjunction with the required courses shown below. Courses must show 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.

ACADEMIC REQUIREMENTS (45-49 CREDIT HOURS)

Required Courses (credit hours)

- EDU 501 – Foundations of Literacy (3)
- EDU 503 – Literacy and Comprehension: Middle-Adolescence (3)
- EDU 505 – Foundations of Special Education (3)
- EDU 511 – Introduction to Teaching (1)
- EDU 512 – Practical Teaching Methodologies (3)
- EDU 521 – Foundations of Education (3)
- EDU 525 – Assessment of Children and Youth with Special Needs (3)
- EDU 527 – Adolescence Special Education Methods (3)
- EDU 528 – Methods and Curriculum: Severe Disabilities (3)
- EDU 615 – Learning and Cognition (3)
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 632 – Data-Based Decision Making (3)
- PSY 604 – Child and Adolescent Development: Implications for Educators (3)

Professional Development in Education (3 credit hours required)

Choose one course

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

or

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

Content Area Electives (6 credit hours required)

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

Student Teaching or Mentored Internship (6 credit hours)

- EDU 671 – Student Teaching Seminar (1)

and

- EDU 675 – Student Teaching I (4) *or* EDU 677 – Mentored Internship I (4)
- EDU 676 – Student Teaching II (4) EDU 678 – Mentored Internship II (4)

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.

Teachers holding a students with disabilities certificate with content extension will be eligible to teach the content area to students with disabilities in a *special class*. This certificate with extension does not permit such teachers to perform as the teacher of record for a general education content area class.

****Students who currently have NYSED initial certification are required to complete only one student teaching placement. Contact the Utica College Department of Education for further information.***

ON-GROUND PROGRAM

SPECIAL EDUCATION TEACHER CERTIFICATION PROGRAM

MASTER OF SCIENCE DEGREE

This is a program of study designed for candidates who have initial, provisional, or professional certification in childhood grades 1-6 and who wish to add certification in special education.

ACADEMIC REQUIREMENTS (41 CREDIT HOURS)

Required Courses (27 credit hours)

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

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (5 credit hours)

- EDU 671 – Student Teaching Seminar (1)
- EDU 675 – Student Teaching I (4)

or

- EDU 677 – Mentored Internship I (4)

Professional Development in Education (3 credit hours)

Choose one course

- EDU 698 - Professional Development in Education: Current Issues (3)

or

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

ON-GROUND PROGRAM

LEADERSHIP AND INSTRUCTION FOR INCLUSIVE CLASSROOMS

MASTER OF SCIENCE IN EDUCATION DEGREE

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

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Required Courses (23 credit hours)

- EDU 605 – Inclusive Practicum (3)
- EDU 615 – Learning and Cognition (3)
- EDU 616 – Environmental Design for Effective Inclusion (3)
- EDU 621 – Inclusive Classroom Strategies I (3)
- EDU 622 – Inclusive Classroom Strategies II (3)
- EDU 625 – Leadership and Collaboration for Quality Inclusion (3)
- EDU 632 – Data-based Decision Making (3)

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

- EDU 698 - Professional Development in Education: Current Issues (3)
- or*
- EDU 699 - Professional Development in Education: Inquiry Project (3)

ONLINE PROGRAM

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

MASTER OF SCIENCE DEGREE

This is a program of study for candidates seeking a master's degree and New York State certification as a school building leader. The program utilizes a flexible distance learning format, brief on-campus residencies, and study at home. Students spend three days in residency for two yearly terms, completing their coursework via the Internet. Students must meet minimum equipment needs to participate. Each residency provides opportunities for students to achieve hands-on, technology-related skills through labs and demonstrations.

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

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Required Courses (36 credit hours)

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

Thesis or Comprehensive Exam

ONLINE PROGRAM**EDUCATIONAL LEADERSHIP AND ADMINISTRATION –
NON-CERTIFICATION****MASTER OF SCIENCE DEGREE**

This is a program of study for candidates seeking a master's degree but not seeking New York State certification as a school building leader. The program utilizes a flexible distance learning format, brief on-campus residencies, and study at home. Students spend three days in residency for two yearly terms, completing their coursework via the Internet. Students must meet minimum equipment needs to participate. Each residency provides opportunities for students to achieve hand-on, technology-related skills through labs and demonstrations.

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)**Required Courses (36 credit hours)**

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

Thesis or Comprehensive Exam

ONLINE PROGRAM

CERTIFICATE OF ADVANCED STUDY (CAS) SCHOOL BUILDING LEADER

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

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Required Courses (30 credit hours)

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

ONLINE PROGRAM

CERTIFICATE OF ADVANCED STUDY (CAS)

SCHOOL DISTRICT LEADER

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

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Required Courses (36 credit hours)

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

Electives (24 credit hours)

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

Electives

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

ONLINE PROGRAM

HEALTH CARE ADMINISTRATION

The Health Care Administration program offers a relevant, comprehensive education for the advancing practitioner and aspiring health care leader. In focusing on the unique experiences of graduate students, each student is able to customize their program in specializations of acute care, long-term care, community health and wellness, health care advocacy and navigation, and health care support services.

To enhance our program excellence, our faculty incorporate applied research design strategies in creating engaging discussion boards, work related projects, applied research papers, and critical thinking assignments that are meaningful and valued. Leadership, management, and the continuum of care are core principles that each course in the program integrates.

Health Care Administration graduates will be prepared to:

- Join the health care workforce with an ability to function at an administrative level
- Provide leadership qualities demanded in diverse health care settings
- Understand and apply best practices principles in the continuum of care
- Guide themselves and others in “Character” development and engagement

The eight week online format allows students to pace their plan of study to their personal and professional lives. Typically by taking 3 credits per eight week session, students can be position ready in just over two years. Our Leadership Institute, an HCA initiative, is designed to support college, organizational partnerships in research, grant development, program planning, and evaluation. All HCA faculty and students have an opportunity to be engaged as Associates in the Institute endeavors.

STUDENT LEARNING GOALS

- Identify, articulate, and exhibit leadership attributes in professional work and academic forums
- Apply systems thinking applications in personal, team, and health care organization settings
- Apply best practices in critical thinking application and creativity in guiding applied research in health care organizations
- Interpret and master project management design, development, and evaluation strategies in project work
- Identify and discern stakeholder interests in competitive and collaborative health care initiatives

ACADEMIC REQUIREMENTS (41 CREDIT HOURS)

Required Courses (24 credit hours)

- ACC 506 – Health Care Accounting Processes (3)
- HCA 521 – Health Care Systems: A Continuum of Care (3)
- HCA 527 – Ethical and Legal Issues (3)
- HCA 531 – Leadership in Marketing and Strategic Planning (3)
- HCA 612 – Advanced Seminar (3)
- HCA 614 – Quality Management and Performance: Improvement in Evidence Based Healthcare (3)
- HCA 615 – Human Resources Management (3)
- ECN 535 – The Economics of Health and Health Care Policy (3)

Elective Courses (12 credit hours)

- ECM 535 – Legal and Investigative Issues for Fraud Management (3)
- ECM 603 – Management of Fraud Prevention and Detection (3)
- FIN 585 – Health Care Financial Management (3)
- GNT 503 – Perspectives in Gerontology (3)
- GNT 505 – Culture, Gender, and Aging (3)
- GNT 603 – Long Term Care Policy (3)
- GNT 613 – Grant Writing, Program Planning and Evaluation (3)
- HAN 514 – HCAN Profession and Role (3)
- HAN 524 – Patient's Perspective of Illness (3)
- HAN 534 – Influencing and Negotiation Strategies (3)
- HAN 544 – Study of Disease and Illness States (3)
- HCA 516 – Community Health Management (3)
- HCA 526 – Cultural Competency for Health Care Leaders (3)
- HCA 536 – Leading Health Care Prevention and Wellness (3)
- HCA 546 – Population Health Care Delivery (3)
- HCA 525 – Organization Leadership (3)
- HCA 613 – Health Care Administrator Leader (3)
- HCA 616 – Organization Development and Change (3)
- HCA 621 – Nursing Home Administration (3)
- HCA 627 – Health Informatics (3)
- HCA 631 – International Health Care Systems (3)
- HCA 645 – Clinical Research (3)

Capstone (5 Credits)

- HCA 651 – Capstone Design and Development (3)
- HCA 652 – Capstone Completion (2)

ONLINE PROGRAM

LIBERAL STUDIES

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

STUDENT LEARNING GOALS

Students will be able to:

- complete a research topic using the principles of the scientific method.
- complete a research topic incorporating more than one academic discipline.
- think critically about a social issue using perspectives derived from more than one academic discipline.
- analyze a topic using an interdisciplinary approach.
- communicate effectively in writing and orally by completing a master's thesis and defending it effectively.

ACADEMIC REQUIREMENTS (31–37 CREDIT HOURS)

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

All students must:

- Take LST 604 (Graduate Liberal Studies Seminar) during the first 15 credit hours.
- Take LST 603 (Research Methods in the Social Sciences) during the first 15 credit hours.
- Take a minimum of four courses (12 credits) in one of the three areas of study. Students develop an interdisciplinary program of study that must be approved by the major professor in consultation with the thesis committee. Write a thesis or research project or complete a set of comprehensive exams. Students opting to write a thesis or research project must take LST 691 and LST 692 (Research I and II) which will help students complete their thesis or research project. Students are encouraged to determine a thesis or research project topic as early as possible in their program. Projects must be approved by the student's thesis committee.

continued

LIBERAL STUDIES

continued

- Students wishing to take comprehensive exams must submit a request that details why a comprehensive exam is more appropriate to their program of study than a thesis or project. This request must also include the fields of study the student believes are most appropriate to this exam and how the fields interrelate. If the exam option is approved by both the thesis committee and the M.S.L.S. committee, the thesis adviser will write two of the four questions for the exam. Two additional questions will be written by other members of the thesis committee. Once the written portion of the comprehensive exams is passed, students will then undergo an oral examination with their committee members. Students taking comprehensive exams will take LST 691 (Research I) and one additional course.

Foundational Methods Courses (6 credit hours)

- LST 604 – Graduate Liberal Studies Seminar (3)
LST 603 – Research Methods in the Social Sciences (3)

AREA OF STUDY COURSES (12 CREDIT HOURS)

Select four from a single Area of Study.

Humanities:

- ENG 567 – Approaches to Shakespeare (3)
ENG 596 – Ethnic American Fiction (3)
HIS 515 – The African-American Experience (3)
HIS 516 – Public History (3)
HIS 517 – Nationalism and Ethnic Identity in Europe (3)
HIS 518 – Historiography (3)
HIS 619 – Readings in African-American History (3)
HUM 600 – Humanities Seminar (3)
PHI 503 – Environmental Ethics (3)
PHI 504 – Evolution and its Discontents (3)
PHI 505 – Ethical Issues in Contemporary Science and Technology (3)

Natural Sciences and Mathematics:

- BIO 528 – Science and Fiction (3)
BIO 538 – Animal Behavior (3)
BIO 538L – Animal Behavior Laboratory (1)
BIO 543 – Neuroscience (3)
BIO 600 – Topics in Contemporary Biology (3)
BIO 654 – “The Coming Plague”: Emerging Infectious Diseases, Biological Weapons and Public Health (3)
CHE 505 – Environmental Chemistry (3)
CHE 514 – History of Chemistry (3)
GOL 505 – Earth System Science (3)
LST 640 – Contemporary Issues in Science (3)

- MAT 503 – History of Mathematics (3)
- MAT 505 – Problem Solving in Mathematics (3)
- MAT 535 – Contemporary Mathematics (3)
- MAT 551 – Classical and Modern Geometry (3)
- PHY 503 – The History of Physics (3)
- PHY 517 – Principles of Physical Science (3)

Social Sciences:

- ANT 535 – Forensic Anthropology (3)
- ANT 545 – Historical Archaeology (3)
- ANT 547 – Archaeological Field School (6)
- ANT 551 – Contemporary Issues in Native American Life (3)
- ECN 511 – Economic Analysis of Policy Issues (3)
- ECN 565 – The Economics of Global Economy (3)
- PSY 507 – Psychology and the Visual Arts (3)
- SOC 537 – Science and Social Power (3)
- SOC 552 – Minority Experience in American Society (3)

Elective Courses (9 credit hours)

Select three courses from the list above, preferably from other areas of study, or other graduate courses with approval of major professor.

Thesis Research (6 credit hours)

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

ON-GROUND PROGRAM

OCCUPATIONAL THERAPY

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-344; phone, (800) 729-2682. Graduates of this program who have successfully met all academic and fieldwork requirements and Utica College graduation criteria are eligible to sit for the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD, 20877-4150. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards typically accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist. Potential students, with a prior felony conviction, should contact NBCOT for a pre determination of eligibility.

The occupational therapy curriculum is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts with professional education at the graduate level. Students may earn a bachelor of science degree in health studies while completing the first year of the occupational therapy program. Students who have already earned a bachelor degree may also enter the occupational therapy program as graduate students. Using a transformative learning model, the Utica College occupational therapy faculty embraces a humanistic educational process that acknowledges and respects individual needs and learning styles. As much as possible, the faculty provides an individualized and facilitative approach that fosters self-directed learning within a safe and trusting environment. Learning occurs best through collaborative experiences and active, life-long engagement in the teaching-learning process. Toward that end, faculty work to develop and sustain a community of scholars in which the reciprocal nature of education and knowledge development is experienced by faculty, students, and professionals within the community. Students are exposed to a diversity of perspectives while provided with the opportunities and experiences that facilitate:

- the assumption of personal responsibility and autonomous thinking,
- critical reflection,
- self-directed and life-long learning, and self-efficacy.

The faculty believes these to be the hallmarks of a liberally educated, ethical occupational therapist, capable of contributing to a just society while assuming leadership roles in a diverse and changing society.

This program is designed to be completed according to the published academic sequence (see below). Any alteration to this sequence must be approved by the occupational therapy faculty and will most likely have financial implications.

Occupational therapy prerequisite course work must be successfully completed prior to the beginning of Fieldwork Level II experiences. In addition, the occupational therapy faculty members have the responsibility to review all students to determine readiness for Fieldwork Level I and Level II experiences. Such faculty decisions are based on students' demonstrated ability to meet the fieldwork goals and objectives and their professional behaviors. If a student is not deemed ready for a fieldwork experience, he or she will be notified of the faculty decision and a plan of action will be developed and monitored through its completion. After this

remediation, the faculty members will again review the student's readiness for fieldwork placement and make a final decision regarding the student's readiness for fieldwork, or the need for dismissal from the program.

- A requirement of the Utica College Occupational Therapy program is that all Fieldwork Level II requirements be satisfied within twenty-four months of the completion of academic courses.

STUDENT LEARNING GOALS

Goals: Successful graduates from this program will....

1. Demonstrate an understanding of how engagement in *occupation* supports participation;
The occupational therapy faculty members value occupation as the integral thread in the fabric of the curriculum for occupational therapy.
2. Demonstrate excellence in autonomous, critical thinking;
Strong autonomous, critical thinking is the second curricular thread, serving as an essential foundation for the development of the clinical reasoning, reflective thinking, and synthesis of research needed for evidence-based practice.
3. Demonstrate ethical and professional behaviors;
Professional development, the third curricular thread, is critical to the continuing competency of an occupational therapist who responds in a professional, effective, and ethical manner.
4. Demonstrate an appreciation for occupational therapy's role in meeting the needs of diverse communities;
The fourth curricular thread requires the development of cultural competency and an appreciation of diversity in order to engage in respectful interactions within local and global communities. This includes an understanding of concepts of social and occupational justice and the development of skills in advocacy.
5. Demonstrate competency in the roles and activities required of a highly effective entry-level occupational therapist practicing in a variety of contexts.
The fifth curricular thread addresses practice competencies throughout the occupational therapy process with a variety of populations and within a variety of practice settings.

ACADEMIC REQUIREMENTS (69 CREDIT HOURS)

First Year

First Semester (17 credit hours)

- OCT 505 – Theoretical Basis of Occupational Therapy (3)
- OCT 506 – Human Occupations (3)
- OCT 525 – Fundamentals of Transformative Learning (1)
- OCT 526 – Case-Informed Discussion: Adolescents and Adults (2)
- OCT 551 – Community I (1)
- OCT 553 – Fieldwork Level I A (1)
- OCT 571 – Occupational Performance: Adolescents and Young Adults (lecture/lab) (4)
- OCT 573 – Fundamentals of Occupational Therapy Practice (2)

continued

OCCUPATIONAL THERAPY

continued

Second Semester (14 credit hours)

- OCT 521 – Professional Writing I (1)
- OCT 527 – Case-Informed Discussion: Adults (2)
- OCT 548 – Foundations of Occupational Therapy Research (1)
- OCT 549 – Research Seminar I (2)
- OCT 561 – Professional Roles: Development (3)
- OCT 572 – Occupational Performance: Adults (4)
- OCT 652 – Community II (1)

Third Semester - Summer (6 credit hours)

- OCT 654 – Fieldwork Level II A: Adults (May/June through July/August, 12 weeks @ 40 hrs/wk) (6)

Second Year

First Semester (16 credit hours)

- OCT 601 – Occupational Performance: Children (4)
- OCT 604 – Cased-Informed Discussion: Children (2)
- OCT 622 – Professional Writing II (2)
- OCT 633 – Fieldwork Level I B (1)
- OCT 637 – Occupational Therapy Manager (3)
- OCT 648 – Research Analysis and Integration (1)
- OCT 649 – Research Seminar II (2)
- OCT 655 – Community III (1)

Second Semester (16 credit hours)

- OCT 602 – Synthesis: Occupational based Practice with Children (4 weeks) (2)
- OCT 615 – Synthesis: Theory into Practice (4 weeks) (2)
- OCT 663 – Advanced Professional Roles (4 weeks) (3)
- OCT 668 – Research Dissemination (1)
- OCT 669 – Research Seminar III (2)
- OCT 656 – Fieldwork Level II B (March through May, 12 weeks @ 40 hrs/wk) (6)

A culminating research/project presentation will occur at the end of the spring 600 level semester. The certification exam prep course also occurs at this point.

ON-GROUND PROGRAM

PHYSICAL THERAPY

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

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

ENTRY-LEVEL PROGRAM

The entry level program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education.

This curriculum integrates traditional instruction with case analysis to guide, stimulate, and challenge student learning, while fostering development as professionals with sound reasoning skills. Small group discussion of clinically relevant case studies provides context for learning; clinical education experiences are integrated throughout the curriculum.

The mission of the Utica College Physical Therapy Program is to educate students to become doctors of physical therapy who embrace the honor of their responsibility as professionals. Our faculty, students and graduates will demonstrate behaviors consistent with the mission of Utica College and the Core Values of the American Physical Therapy Association

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

- Provide comprehensive physical therapy care to individuals across the lifespan and in a variety of practice settings;
- Assume the multifaceted role of patient/client manager that includes advocate, educator, supervisor, and consultant;
- Value and utilize precepts of lifelong learning; and
- Demonstrate behaviors that exemplify integrity, leadership, professional collaboration and social awareness.

STUDENT LEARNING GOALS

Graduates from this program will:

- demonstrate entry-level competence in all domains of professional practice (cognitive, psychomotor and affective).
- demonstrate evidence-based practice.
- demonstrate service to society.

PHYSICAL THERAPY

continued

ACADEMIC REQUIREMENTS (112 CREDIT HOURS)

DOCTORAL PROGRAM IN PHYSICAL THERAPY: COURSE SEQUENCE

Summer 1: (7 credits)

- DPT 561 – Professional Development I: Introduction to Physical Therapy (1)
- DPT 564 – Human Gross Anatomy (6)

Fall 1: Foundations of Physical Therapy 16 credits

- DPT 582 – Clinical Sciences Foundation (3)
- DPT 584 – Movement Science (3)
- DPT 586 – Examination/Evaluation (4)
- DPT 587 – Interventions (4)
- DPT 588 – Prevention, Health Promotion and Wellness (1)
- DPT 589 – Caring for the Community I (1)

Spring 1: Patient Management: Musculoskeletal System 16 credits

- DPT 591 – Professional Development II (2)
- DPT 592 – Clinical Sciences: Musculoskeletal System (3)
- DPT 593 – Case Analysis: Musculoskeletal System (2)
- DPT 595 – Evidence in Clinical Practice I (2)
- DPT 596 – Examination/Evaluation of the Musculoskeletal System (3)
- DPT 597 – Interventions for the Musculoskeletal System (3)
- DPT 599 – Caring for the Community II (1)

Summer 2: Neuroanatomy and Clinical Education I 10 credits

- DPT 654 – Neuroscience (4)
- DPT 659 – Clinical Education I (6)

Fall 2: Patient Management: Neuromuscular System 16 credits

- DPT 682 – Clinical Sciences: Neuromuscular System (3)
- DPT 683 – Case Analysis: Neuromuscular System (2)
- DPT 684 – Motor Development, Learning and Control (2)
- DPT 685 – Evidence in Clinical Practice II (2)
- DPT 686 – Examination/Evaluation of the Neuromuscular System (3)
- DPT 687 – Interventions for the Neuromuscular System (3)
- DPT 689 – Caring for the Community III (1)

Spring 2: Patient Management: Additional Systems 16 credits

- DPT 692 – Clinical Sciences: Additional Systems (3)
- DPT 693 – Case Analysis: Additional Systems (2)
- DPT 695 – Evidence in Clinical Practice III – Capstone Experience (2)
- DPT 696 – Examination/Interventions: Cardiovascular, Pulmonary & Other Systems (4)
- DPT 697 – Examination/Interventions: Integumentary and Other Systems (4)
- DPT 699 – Caring for the Community IV (1)

Summer 3: Patient Management: Multi-Systems 6 credits

- DPT 751 – Professional Development III (3)
- DPT 753 – Case Analysis - Clinical Decision Making: Multi-Systems (2)
- DPT 756 – Examination/Interventions: Multi-Systems (1)

Fall 3: Clinical Education 12 credits

- DPT 779 – Clinical Education II (12)

Spring 3: Clinical Education - Preparation for Transition to Licensed Professional 13 credits

- DPT 789 – Clinical Education III (12)
- DPT 799 – Practice Exam and Assessment Tool (PEAT) (1)

ONLINE PROGRAM

POST-PROFESSIONAL TRANSITIONAL PROGRAM FOR LICENSED PHYSICAL THERAPISTS

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

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

Today's clinician must be prepared to act as consultant, educator, administrator, and clinical scholar, which requires advanced skills in critical thinking in addition to the traditional entry-level preparation of the past.

STUDENT LEARNING GOALS

- Display adherence to physical therapy core values and professional standards
- Use computer and/or telecommunication technology to gather information to address clinical questions and about efficacy of practice including health and wellness, pharmacology and diagnostic imaging
- Create a formal written presentation/assignment to share with your peers
- Participate in the peer review process for seeking feedback on written assignments
- Appraise levels of sensitivity and specificity of evidence to make clinical judgments
- Debate principles of professional communication in relation to cultural competence, conflict resolution, negotiation skills, networking and cultural differences
- Identify normal findings and signs and symptoms of health risks through systems review and use of screening tests
- Apply principles of risk management and cultural competence to physical therapy practice
- Locate appropriate literature to address clinical questions
- Assess cultural, environmental, lifestyle, occupational, pharmacological or nutritional risk factors that require further examination or consultation by a physical therapist or that require referral to other professional or community resources
- Critique research literature effectively
- Identify ethical issues related to working with patient/clients and conducting and publishing research
- Use principles of evidence-based practice to develop hypotheses to guide clinical decisions for patient/clients with musculoskeletal, neuromuscular, cardiopulmonary, lymphatic, and integumentary systems problems
- Recognize how the study of medical imaging can make the clinician's evaluation and treatment of the patient more comprehensive

- Describe, discuss, and analyze the clinical impact of common imaging technologies and image-guided interventional procedures used in musculoskeletal and neurological imaging
- Discuss the critical role of PT's in the diagnostic imaging system through their correlation of clinical findings with imaging information
- Demonstrate the pathways through which physical therapists may recommend diagnostic imaging and the issues surrounding physical therapists' access to diagnostic imaging for their patients
- Propose modifications to patient/client examination and re-examination based on pathologic changes and interpretation of signs and symptoms related to drug side effects
- Analyze results of diagnostic tests and medication side effects as part of evaluation of patient/client examination findings
- Revise physical therapy strategies and procedural interventions based on changes in histology, pathology, response to medications or results of diagnostic imaging

ACADEMIC REQUIREMENTS (18 CREDIT HOURS)

Required Courses

PHT 701	–	Foundation of Autonomous Practice (2 or 3)
PHT 712	–	Prevention and Wellness (2 or 3)
PHT 721	–	Diagnostic Imaging I (2)
PHT 722	–	Diagnostic Imaging II (2)
PHT 723	–	Pharmacology and Pathophysiology I (2)
PHT 724	–	Pharmacology and Pathophysiology II (2)
PHT 716	–	Global Health Care Issues (3)
PHT 816	–	Capstone Practicum (1-6)

CAPSTONE THREADS

Community Health Program

Teaching and Learning

Professional Inservice

Case Report Writing

Advanced Pharmacology

Variable credit for PHT 816 depends on the structure and focus of the practicum.

Courses

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

Please consult your adviser for any prerequisites.

Accounting

ACC 501 Introduction to Accounting (3)

Introduction to financial statement communication, information processing, measuring business income, and introduction to use of accounting information for managerial decisions. Topics include financial statements, cash flows, budgeting, and performance evaluation. ACC 503

Advanced Corporate Tax (3)

Study of federal tax regulations and their application to the taxation of the partnerships, corporations, estates and trusts. Prerequisite: ACC 304 or graduate standing.

ACC 506 Health Care Accounting Processes (3)

HCA students are required to have competency in understanding and using their fiscal knowledge to make mindful decisions in health care organizations. The varied internal accounting processes are reviewed and analyzed.

ACC 515 Advanced Accounting (3)

Equity method investments, Goodwill, Merger accounting for dissolutions and consolidation methods of accounting for business combinations. Accounting for variable interest entities. Prerequisite: ACC 302 or graduate standing.

ACC 541 Corporate Financial Reporting (3)

Financial reporting system for business entities; environment, information system, financial statements, current assets and liabilities, income measurement, long-term finance, shareholders' equity, and taxation.

ACC 561 Introduction to Forensic Accounting and Fraudulent Financial Reporting (3)

This course will develop the student's understanding of what forensic accounting is. Students will also learn strategies for detecting and investigating common financial statement fraud schemes.

ACC 601 Seminar in Advanced Managerial Accounting (3)

Managerial accounting, decision & control models; planning & control under conditions of uncertainty; contemporary issues in cost management.

ACC 602 Seminar In Professional Accounting Practice (3)

The study of Accounting theory and its implications for professional ethics, measurement, financial statements, and current topics including but not limited to consolidations, off-balance sheet debt, and reporting fraud.

ACC 603 Taxes and Business Strategy (3)

Effects of taxes on business, tax deferrals, organization form, implicit taxes, compensation, tax planning, retirement plans, multi-national issues in tax planning.

ACC 604 Seminar in Assurance & Forensic Auditing (3)

Control and auditing of mainframe and networked information systems; assessment of audit risk, assurance methods, causes, consequences, prevention of audit failure.

ACC 605 Financial Reporting and Analysis (3)

Analyze and interpret the information in financial statements. Topics may include analyzing the firm's financial performance and accounting methods, forecasting the firm's future pro-forma financial statements, and estimating the intrinsic value of the firm.

Anthropology

ANT 500 Contemporary Topics (3)

ANT 525 Ancient Cities (3)

Development and functioning of ancient cities, with emphasis on the archeology of the ancient Near East. Importance of sedentism, agriculture, and imperialism for functioning of ancient cities.

ANT 527 Religion in the Ancient World (3)

Ancient religions of the Near East that led to development of Western religious traditions. Archaeological and anthropological perspectives on religions of Mesopotamia and the Levant, including the development of Judaism and early Christianity.

ANT 535 Forensic Anthropology (3)

Basics of crime scene archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatality incident planning. Meets with ANT 335.

ANT 545 Historical Archaeology (3)

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. Meets with 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. Meets with ANT 347.

ANT 551 Contemporary Issues of Native American Life (3)

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

ANT 590 Independent Study (3)**ANT 600 Special Topics (3)**

Biology

524 Tropical Ecology (3)

Study of relationship between tropical organisms and their environment, with special emphasis on biological diversity, and population, community, and ecosystem ecology of tropical environments. Required field trip to the tropics.

BIO 528 Science and Fiction (3)

Popular fiction, cinema and video as a teaching and learning tool in biology.

BIO 538 Animal Behavior (3)

Evolutionary and ecological approach to the study of animal behavior. Identification of major patterns and processes of behavior and proximate and ultimate factors influencing behavior; discussion of classical and current methodologies for studying behavior. Prerequisites: BIO 211 And BIO 212 and a minimum GPA of 3.0 or permission of instructor. Same as Biology 338.

BIO 538L Animal Behavior Laboratory (1)

Contemporary experimental methods using an ecological and evolutionary approach to the study of animal behavior. Observational and experimental procedures will be used to study animal behavior in the laboratory and natural habitats. Same as Biology 338L.

BIO 543 Neuroscience (3)

The nervous system, from building blocks to brain, including disciplines of anatomy, physiology, cell biology, and psychophysics. Critical analysis of the primary literature. Same as Biology 343.

BIO 590 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

BIO 600 Topics in Contemporary Biology (3)

Topics in various contemporary issues relating to biology in society. May vary from semester to semester as additional courses are submitted by the Biology Department.

BIO 654 'The Coming Plague' Emerging Infectious Diseases, Biological Weapons and Public Health (3)

The impact of human activity on the emergence of new infectious agents through natural and artificial means, and the consequences for global public health and economics.

BIO 690 Independent Study 0-6

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Business

BUS 611 Principles and Practices of Leadership I (1.5)

Part I of a course exploring the posture of the modern leader in a contemporary organizational setting. Topics are explored through creative instruction and case studies.

BUS 612 Principles and Practices of Leadership II (1.5)

Part II of a course exploring the posture of the modern leader in a contemporary organizational setting. Topics are explored through creative instruction and case studies. Prerequisite: BUS 611.

BUS 621 Financial Fluency I (1.5)

Part I of a course which helps prospective leaders understand the application of accounting and finance concepts related to the interpretation and application of financial data to decision making.

BUS 622 Financial Fluency II (1.5)

Part II of a course which helps prospective leaders understand the application of accounting and finance concepts related to the interpretation and application of financial data to decision making. Prerequisite: BUS 621.

BUS 631 Data-Driven Decision-Making I (1.5)

Part I of a course in which students will learn how to shape executive decision-making by ensuring the data they use to inform their decisions is correct.

BUS 632 Data-Driven Decision-Making II (1.5)

Part II of a course in which students will learn how to shape executive decision-making by ensuring the data they use to inform their decisions is correct. Prerequisite: BUS 631.

BUS 641 The Global Consumer, Markets and Logistics I (1.5)

Part I of a course which explores how the supply of goods and services has been significantly impacted by the evolution of the world-wide web and a global economy.

BUS 642 The Global Consumer, Markets and Logistics II (1.5)

Part II of a course which explores how the supply of goods and services has been significantly impacted by the evolution of the world-wide web and a global economy. Prerequisite: BUS 641.

BUS 651 Strategy I (1.5)

Part I of a 'capstone' course for the MBA core built on the foundation of the other four core courses. This is an integrative business course built around progressive business simulation. Prerequisites: BUS 612, BUS 622, BUS 632, and BUS 642.

BUS 652 Strategy II (1.5)

Part II of a 'capstone' course for the MBA core built on the foundation of the other eight core courses. This is an integrative business course built around progressive business simulation. Prerequisite: BUS 651.

BUS 671 MBA Cumulative Examination Preparation (1.5)

Part I of a cumulative examination course sequence for the MBA program. The course is structured to guide the student through an intensive period of self-study and exam preparation.

BUS 672 MBA Cumulative Examination (1.5)

Part II of a cumulative examination sequence for the MBA program. The course focuses on completion of the MBA Cumulative Examination. Prerequisite: BUS 671.

BUS 679 MBA Project Proposal (1.5)

A 'capstone' course for all MBA concentrations. The project proposal and execution are designed to allow the student to integrate and apply what they have learned in their MBA program to a meaningful business project. Prerequisite: BUS 652 and permission of the department.

BUS 689 MBA Project Execution (1.5)

A 'capstone' course for all MBA concentrations. The project proposal and execution are designed to allow the student to integrate and apply what they have learned in their MBA program to a meaningful business project. Prerequisite: BUS 679.

Chemistry

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.

CHE 600 Selected Topics (3)

Advanced study of a selected topic in chemistry not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

CHE 690 Independent Study (1-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Communications

COM 505 Crisis Communication in the Organization (3)

The course examines strategies and approaches used to identify and manage crises inside and outside of the organizational structure.

COM 541 Organizational Communication (3)

Examines how the quality of communication influences the operation of an organization and identifies ways in which improved communication practices and policies lead to better performance and higher morale.

COM 564 Leadership Communication (3)

Investigation of the critical role communication plays in the exercise of leadership, and of the array of skills, tactics, and strategies available for leaders to enhance organizational performance and morale.

Criminal Justice

CRJ 601 Leadership and Planning in Criminal Justice (3)

Principles of leadership and planned change as related to criminal justice administration. Review of organizational theory concepts applied to public sector organizations. Case study approach.

CRJ 603 Homeland Security and Emergency Management (3)

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

CRJ 611 Public Sector Accounting and Budgeting (3)

Uses of accounting information for decision-making by outside user and management. The sources and uses of accounting information. Range of budgeting strategies and plans presented for case study analysis.

CRJ 612 Homeland Security Leadership in Criminal Justice Organizations (3)

Actions and mindset necessary to develop personal leadership; the relationship of federal, state, and local criminal justice agencies to the nation's overall homeland security strategy.

CRJ 615 Law and Public Policy (3)

Main approaches to ethics and issues of social justice. Models are presented for individual and organizational ethical behavior.

CRJ 616 Ethical Leadership (3)

Ethical principles as related to criminal justice. Addresses administrative ethical issues as related to various sectors of criminal justice system. Case study approach.

CRJ 623 Research for Decision Making (3)

Quantitative and qualitative research methods for public policy decision making and evaluation. Types of information, sampling, and the use of statistical inference are presented in the context of criminal justice management issues.

CRJ 671 Public Sector Personnel Administration (3)

Major concepts and trends in human resource administration with particular attention to public sector and not-for-profit organizations. Administrative activities related to hiring processes, employee evaluation, and compensation.

CRJ 675 Terrorism and Counterterrorism (3)

Evolution of terrorism; organization and tactics of terrorist organizations and rogue states; and legal and operational issues of counterterrorism.

CRJ 677 Technological Challenges in Criminal Justice (3)

Management issues related to technology in criminal justice organizations and operations. Terms and operations involving informational technology, network security, information security, and contingency planning.

CRJ 691 Leadership and Planning: Major Project I (3)

A professional project proposal will be developed on an issue or function that provides planned change in a criminal justice organization. The project will be developed consistent with the project proposal guidelines of the Criminal Justice Administration program.

CRJ 692 Leadership and Planning: Major Project II (3)

Continuation and completion of project developed in CRJ 691.

CRJ 997 Continuous Enrollment (0)

Cybersecurity

CYB 605 Principles of Cybersecurity (3)

Foundational concepts and processes for information security in cyberspace: incident response, reporting, containment, and restoration of the information infrastructure.

CYB 610 Cyber Intelligence (3)

Foundational concepts and processes in the sub-discipline of cyber intelligence.

CYB 615 Cyber Counterintelligence (3)

Concepts and processes of counterintelligence in cyberspace: counterintelligence missions, defensive and offensive counterintelligence, and counterespionage. Prerequisites: CYB 605, 610, 633 and 673.

CYB 616 Domestic Terrorism and Extremist Groups (3)

History, emergence, and growth of paramilitary, hate, and terrorist groups within the United States; assessment of capabilities and activities within context of cybersecurity issues, political activism, and the law. Prerequisites: CYB 605, 610, 633, and 673.

CYB 617 Cyber Conflict (3)

Development and evolution of cyber conflict in the context of intelligence, terrorism and counterterrorism. Prerequisites: CYB 605, 610, 633 and 673. Prerequisites: CYB 605, 610, 633 and 673.

CYB 624 Advanced Topics in Cybercrime Investigations (3)

Computer and/or network forensics investigations: digital evidence collection and evaluation; legal issues; and international, jurisdictional, and privacy issues. Prerequisites: CYB 605, 610, 633 and 673.

CYB 633 Critical National Infrastructures and National Security (3)

Major critical infrastructure protection issues, technologies, and approaches as they relate to telecommunications, energy, banking and finance, transportation, the Internet, and emergency services.

CYB 640 Tactics, Techniques, and Procedures (3)

Ethical, technical and legal fundamentals associated with cyber operations. Prerequisites: CYB 605, 610, 633, and 673 or permission of instructor.

CYB 641 Computer and Network Operations (3)

Perform studies of attack and defense methods in the cyber environment and learn about the intricacies of vulnerability assessment, penetration testing and system exploitation. Prerequisites: CYB 605, 610, 633 and 673, or permission of instructor.

CYB 642 Access Methods and Data Hiding (3)

Data hiding, including methods of anonymity, steganography, cryptography, and anti-forensics. Prerequisites: CYB 605, 610, 633, and 673, or permission of instructor.

CYB 643 Autonomous Cyber Operations (3)

Construction, discovery and analysis of viral code from both a defensive and offensive standpoint. Legal issues associated with autonomous cyber operations will also be addressed. Prerequisites: CYB 605, 610, 633, and 673 or permission of instructor.

CYB 649 Advanced Topics in Cyber Operations (3)

Scenario-based applying cyber operations techniques to realistic, systems-oriented problem sets in an integrated defensive/offensive virtual environment. This course will also address cyber incident response. Prerequisites: CYB 605, 610, 633, and 673 or permission of instructor.

CYB 651 Computer Forensics Investigations I (3)

Techniques and tools of computer forensics investigations: acquisition, preservation, recovery, and analysis of evidence obtained from portable and stationary computer storage devices, personal digital assistants (PDAs), and cell phones. Prerequisites: CYB 605, 610, 633 and 673.

CYB 652 Computer Forensics Investigations II (3)

Intrusion forensics and network traffic analysis. Prerequisite: CYB 651.

CYB 653 Network Forensics (3)

An introduction to identifying data of evidentiary value within network communications. Prerequisites: CYB 605, 610, 633 and 673.

CYB 659 Advanced Topics in Computer Forensics (3)

Advanced topics and concepts in cybersecurity and computer forensics: cyber defence tools, attack methods, and technologies. Prerequisites: CYB 605, 610, 633 and 673.

CYB 667 Critical Incident Command, Response, and All Hazards (3)

Command and response issues for management of critical 'All Hazards' incidents; field command structure and multijurisdictional issues relating to cyber conflict. Prerequisites: CYB 605, 610, 633 and 673.

CYB 673 Principles of Cybercrime Investigations (3)

Legal and technical aspects of cybercrime investigations. Comparison with techniques of traditional investigations.

CYB 689 Advanced Topics in Cybersecurity (3)

State-of-the art advances, emerging trends, and threats in cybersecurity. Prerequisites: CYB 605, 610, 633 and 673.

CYB 695 Capstone Project I (3)

Capstone project: development and completion of a proposal that is consistent with the graduate research proposal guidelines.

CYB 696 Capstone Project II (3)

Capstone project: completion of capstone project proposed in CYB695 consistent with graduate research guidelines. Prerequisite: CYB 695.

CYB 995 Residency (0)**CYB 997 Continuous Enrollment (0)**

DPT

561 Professional Development I: Introduction to Physical Therapy (1)

Profession of physical therapy and future role of health care professional explored. Development of personal and professional values initiated using ability based assessment. Co-requisite: DPT 564.

DPT 564 Human Gross Anatomy (0,6)

Human cadaver dissection and discussion. Clinical significance of structures related to physical therapy practice, approached through regional and systemic perspectives. Co-requisite: DPT 561

DPT 582 Clinical Sciences Foundation (3)

Physiology, exercise-related physiology, pathophysiology, & basics of pharmacology and imaging. Theoretical constructs that support autonomous clinical practice. Prerequisite: DPT 564. Co-requisites: DPT 584, 586, 587, 588, 589.

DPT 584 Movement Science (3)

Mechanical behavior of extremities and spine under normal and abnormal circumstances. Assimilates content fundamental to study of human movement science and integration of musculoskeletal and neuromuscular systems. Prerequisite: DPT 564. Co-requisites: DPT 582, 586, 587, 588, 589.

DPT 586 Examination/Evaluation (0,4)

Entry level skills related to examination of impairments of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisites: DPT 564. Co-requisites: DPT 582, 584, 587, 588, 589.

DPT 587 Interventions (0,4)

Basic foundational interventions related to impairments/function associated with disorders of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 588, 589.

DPT 588 Prevention, Health Promotion and Wellness (1)

Dimensions of wellness (physical, mental and social) introduced and applied to individual and groups. Role of physical therapist as practitioner of choice in the area of health promotion and wellness. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 587, 589.

DPT 589 Caring for the Community I

Students introduced to prevention and wellness in community program. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty and Module V students. Prerequisite: DPT 564. Co-requisites: DPT 582, 584, 586, 587, 588.

DPT 591 Professional Development II (2)

Healthcare policy, regulatory issues, reimbursement and roles of health care professionals. Access to health care. Defensible documentation. Prerequisite: DPT 589. Co-requisites: DPT 592, 593, 595, 596, 597, 599.

DPT 592 Clinical Sciences: Musculoskeletal System (3)

Pathophysiology, pharmacology and diagnostic imaging related to disorders of the musculoskeletal system. Prerequisites: DPT 589. Co-requisites: DPT 591, 593, 595, 596, 597, 599.

DPT 593 Case Analysis Musculoskeletal (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisites: DPT 589. Co-requisites: 591, 592, 595, 596, 597, 599.

DPT 595 Evidence in Clinical Practice I (2)

Effective use of research and evidence central to patient management and clinical decision making. Students are guided to interpret published research and incorporate knowledge into practice through critical inquiry. Prerequisites: DPT 589. Co-requisites: DPT 591, 592, 593, 596, 597, 599.

DPT 596 Examination/Evaluation of the Musculoskeletal System (0,3)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 597 and 599.

DPT 597 Interventions for the Musculoskeletal System (0-3)

Interventions appropriate to managing disorders/pathology of the musculoskeletal system and associated impairments and functional limitations. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 596, and 599.

DPT 599 Caring for the Community II (1)

Students participate in assessment and intervention in local community program. Students practice selected elements of the client management process under supervision of physical therapy program faculty members and Module IV students. Prerequisite: DPT 589. Co-requisites: DPT 591, 592, 593, 595, 596, 597.

DPT 654 Neuroscience (0,4)

Conceptual framework for a student's lifetime pursuit of understanding the nervous system. Clinical significance of structures related to physical therapy practice, approached through regional and systemic preferences. Prerequisite: DPT 599.

DPT 659 Clinical Education I (6)

Direct patient care and application of basic theoretical constructs central to patient/client management. Students participate in patient care under close supervision of an on-site physical therapist. First of three full time clinical experiences. Prerequisite: DPT 654.

DPT 682 Clinical Sciences: Neuromuscular (3)

Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the neuromuscular system. Prerequisite: DPT 659. Co-requisites: DPT 683, 684, 685, 686, 687, 689.

DPT 683 Case Analysis: Neuromuscular (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the neuromuscular system. Prerequisite: DPT 659. Co-requisites: DPT 682, 684, 685, 686, 687, 689.

DPT 684 Motor Development, Learning and Control (2)

Underlying theoretical constructs of motor learning, motor behavior, and motor control are introduced to produce a conceptual framework. Theoretical constructs applied in understanding planning and executing movements; practice, feedback and performance across learning environments. Prerequisite: DPT 659. Co-requisites: DPT 682, 683, 685, 686, 687, 689.

DPT 685 Evidence in Clinical Practice II (2)

Second in series of three courses related to critical review and analysis of evidence for patient management. Students incorporate knowledge in decision making and practice. Prerequisite: DPT 659. Co-requisites: DPT 682, 683, 684, 686, 687, 689.

DPT 686 Examination/Evaluation of the Neuromuscular System (0,3)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the neuromuscular system. Prerequisite: DPT 659. Co-requisites: DPT 682, 683, 684, 685, 687, and 689.

DPT 687 Interventions for the Neuromuscular System (0,3)

Interventions appropriate to managing disorders/pathology of the neuromuscular system and associated impairments and functional limitations. Prerequisite: DPT 659. Co-requisites: DPT 682, 683, 684, 685, 686 and 689.

DPT 689 Caring for the Community III (1)

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of Module II students. Prerequisite: DPT 659. Co-requisites: DPT 682, 683, 684, 685, 686, 687. DPT 692 Clin Sci Additional Systems (3) Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the cardiovascular, pulmonary, integumentary, genitourinary systems; amputation and complex medical and surgical diagnoses. Prerequisite: DPT 689. Co-requisites: DPT 693, 695, 696, 697, 699.

DPT 693 Case Analysis: Additional Systems (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the cardiovascular, pulmonary, integumentary, genitourinary systems; amputation and complex medical and surgical diagnoses. Prerequisite: DPT 689. Co-requisite: DPT 692, 695, 696, 697, 699.

DPT 695 Evidence in Clinical Practice III-Capstone Experience (2)

Scientific inquiry promoted as students complete a systematic review or case report. Practice expectation for entry level competence as a 'consumer of research' achieved. Prerequisite: DPT 689. Co-requisites: DPT 692, 693, 696, 697, 699.

DPT 696 Examination/Interventions: Cardiovascular, Pulmonary and Other Systems (0,4)

Examination/evaluation and intervention strategies relevant to the physical therapist's management of the patient with disorders of the cardiovascular, pulmonary, and lymphatic systems. Prerequisite: DPT 689. Co-requisites: DPT 692, 693, 695, 697 and 699.

DPT 697 Examination/Interventions: Integumentary and Other Systems (0,4)

Examination/evaluation and intervention strategies relevant to the physical therapist's management of the patient with disorders of the integumentary, genitourinary systems, amputation and complex medical and surgical diagnoses. Prerequisite: DPT 689. Co-requisites: DPT 692, 693, 695, 696 and 699.

DPT 699 Caring for the Community IV (1)

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while promoting the learning of Module I students. Prerequisite: DPT 689. Co-requisites: DPT 692, 693, 695, 696, 697.

DPT 751 Professional Development III (3)

Management theory and organizational behavior critical to delivery of physical therapy services. Strategic planning, financial management, resource management and marketing included in this final professional development course. Prerequisite: DPT 699. Co-requisites: DPT 753, 756. DPT 753 Case Analysis- Clinical Decision Making: Multi-System Pathologies (2) Students will learn strategies for the physical therapist's management of the patient with complex medical and surgical disorders, and multi-system pathologies. Prerequisite: DPT 699. Co-requisites: DPT 751, 756.

DPT 756 Examination/Interventions: Multi-Systems (1)

Skills critical for the physical therapist's examination and treatment of patients with complex medical and surgical disorders, and multi-system pathologies. Prerequisite: DPT 699. Co-requisites: DPT 751 and 753.

DPT 779 Clinical Education II (12)

Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Second of three clinical education experiences, in which students participate fully in patient care under the close supervision of an onsite physical therapist. Prerequisite: DPT 756

DPT 789 Clinical Education III (12)

Third and final clinical education experience designed to allow students to integrate the multi-faceted roles of physical therapy practitioner within the health care system. Upon completion, students exhibit practice expectations of entry-level professionals. Prerequisite: DPT 779. Co-requisite: DPT 799.

DPT 799 Practice Examination and Assessment Tool (PEAT) (1)

Self paced study course provides access to a comprehensive examination similar to the National Physical Therapy Examination (NPTE). Contextual preparation in simulated test environment offered. Prerequisite: DPT 779. Co-requisite: DPT 789.

Economics

ECN 511 Economic Analysis of Public Policy Issues (3)

Basic tools of economics to examine and analyze selected contemporary public policy issues. Prerequisites: ECN 131 and ECN 141.

ECN 535 The Economics of Health and Health Care Policy (3)

Health economics and health care policy which applies the basic tools of microeconomic analysis toward understanding the market behavior of the major players in health care markets including consumers, providers, insurers, and government entities.

ECN 565 Economics of Global Economy (3)

Application of microeconomics to global economic issues, globalization, free trade, barriers to trade, economic interdependence, macroeconomic policy, economic development. Prerequisite: ECN 141.

ECN 607 Quantitative Analysis for Management (3)

Scientific approaches to decision making; descriptive and inferential statistics, probability distributions, confidence intervals and hypothesis testing, analysis of variance and process control.

ECN 610 Managerial Economics (3)

Economic forces and how they relate to profitability and growth of a firm and to economic thinking. Principles of microeconomics, and how they apply to managerial decision-making.

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.

ECM 601 Economic Crime Management Proseminar (3)

Foundation for study of economic crime management. Focus on program thematic area: fraud management, economic crime, technology, and analytical and research skills.

ECM 603 Management of Fraud Prevention and Detection (3)

Development of counter-fraud technology. Proactive programs and tools for fraud detection and prevention in face-to-face transactions, e-commerce, and e-business. Business models for production of prevention and detection products.

ECM 604 Seminar in Fraud Management (3)

Research and discussion of current policy and legal issues affecting fraud management, including privacy, security, ethics, auditing, and compliance.

ECM 611 Organizational Theory, Structure, and Design (3)

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

ECM 612 The Manager in a Global Environment (3)

This course is designed to familiarize students with the challenges faced by managers and organizations precipitated by the post-industrial knowledge-based global society. Discussions will include topics such as the changing concepts of technology and knowledge, impact of workforce changes on managers and organizations, the evolution of management thought and concepts, managing in foreign cultures, international law issues, and managing a multi-cultural workforce.

ECM 622 Legal Concepts of Criminal Fraud (3)

Analysis of business and economic crime, including the criminal liability of business entities, their officers, and managers. The case study method will be used extensively.

ECM 623 Advanced Fraud Investigation and Analysis (3)

Types of criminal fraud, methods used to detect and analyze occurrence of fraud, techniques of fraud investigations, interviewing and interrogation, file and case management, interaction with external investigation, regulations, and law enforcement.

ECM 626 Financial Investigations (3)

Study of financial crime in the context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report.

ECM 627 Fraud Management: Risk and Compliance (3)

Application of principles and practices of compliance and operational risk assessment and mitigation to the management of fraud prevention detection, and investigation. Prerequisites: ECM 621, ECM 622.

ECM 631 Fraud Management and Technology (3)

The challenges of management in an increasingly technological environment. The history and evolutionary development of counter fraud technology. The integration of fraud management in the development of new corporate products or instruments. Anticipating new forms of frauds based on the application of new and projected technologies.

ECM 632 Information and Communication Security (3)

Issues and concepts related to the protection of information and information systems. Threats and vulnerabilities to internal and external modes of communication. Securing communications, information systems, and computer technology. Legal, ethical, and privacy issues related to information security.

ECM 633 Networks and Internet Security (3)

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

ECM 634 Information: Policy and Applications (3)

Focus on access, storage, distribution, and use of domestic and global information relating to national security, commerce, and international issues. Applications for information sharing and privacy are reviewed using case study method approach.

ECM 642 Advanced Fraud Analysis (3)

This course is designed to familiarize students with innovative analytic approaches used to perform complex fraud analysis. Topics include: link analysis, data mining, advanced statistical tools, case management systems, and expert system approaches such as neural network early-warning software.

ECM 643 Risk Assessment and Mitigation (3)

Concept of risk as applied to security, assessment methodologies such as scoring and modeling, assessment processes, mitigation, and development of comprehensive management strategy. Modeling, assessment, and mitigation strategies focus on integration of diverse information sources.

ECM 651 Professional Project I (3)

The professional project proposal will be developed during this semester. The professional project will be developed and finalized consistent with the Graduate Research Proposal Guidelines for the Economic Crime Management Program.

ECM 652 Professional Project II (3)

Completion of the professional project, including data collection, analysis, and submission of the project report, or other methodologies approved by the Research Committee. Prerequisite: ECM 651

ECM 653 Thesis I (3)

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

ECM 654 Thesis II (3)

Completion of the thesis, including data collection, analysis, and submission of the thesis. The thesis will adhere to the Graduate Research Proposal Guidelines for the Economic Crime Management Program. Prerequisite: ECM 653

ECM 690 Independent Study: Advanced Fraud Examination and Investigation (3)

Research for Advanced Fraud Examination Technology using data extraction analysis.

ECM 995 Residency (0)**ECM 997 Continuous Enrollment (0)**

See 'Continuous Enrollment' in the section on Academic Policies.

Education

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 546 Physical Education Methods (3)

Students will learn motor learning and development, critical skills for teaching physical education, and content specific pedagogy: fitness, games/sports, and movement. 20 hours fieldwork required. Prerequisite: EDU 312 or EDU 512.

EDU 547 Coaching Sports (3)

Students will learn coaching skills; social, cultural, and pedagogical considerations, and the coaching process. Students will reflect on coaching and develop a coaching philosophy based on theory and current literature. 10 hours coach 'shadowing' required.

EDU 548 Health Education Methods (3)

Students will learn objectives, course content, instructional materials, activities, theoretical principles, and curriculum for teaching health education. Learning standards will be addressed. 20 hours of fieldwork required. Prerequisite: EDU 312 or EDU 512.

EDU 571 Student Teaching Seminar (0)

Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, and portfolio development. Meets weekly. Co-requisites: EDU 575 and 576 or EDU 577 or 578.

EDU 575 Student Teaching I 6

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

EDU 576 Student Teaching II (6)

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

EDU 577 Mentored Internship I (6)

For Students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Prerequisites: With the exception of EDU 697, 698, or 699, completion of the preparation course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education, or Special Education. Permission of Director required.

EDU 578 Mentored Internship II (6)

For students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Prerequisites: With the exception of 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.

EDU 601 Inclusive Classroom Observation/Evaluation (1)

Field experience of 20 hours observing in inclusive class-rooms. Periodic conferences and written work required. Permission of director.

EDU 603 The School Administration: Models of Leadership (3)

Organizational and leadership theory and research, basic administrative processes, structure of political systems, financial and legal issues facing education.

EDU 604 Inclusive Practicum (2)

40 hours in inclusive settings. Analysis of current research in teaching strategies, student learning needs, curriculum adaptations, testing accommodations, assessment strategies, and environmental adaptations for inclusive classrooms. Periodic conferences and written work required.

EDU 615 Learning and Cognition (3)

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

EDU 616 Environmental Design for Effective Inclusion (3)

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

EDU 621 Inclusive Classroom Strategies I (3)

Learning characteristics of students with disabilities. Classroom accommodations, assistive technology, and curriculum adaptations to facilitate access to the general education curriculum. 20 hours of fieldwork in a special education setting required.

EDU 622 Inclusive Classroom Strategies II (3)

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

EDU 625 Leadership and Collaboration for Quality Inclusion (3)

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

EDU 626 Current Issues in Inclusive Education (3)

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

EDU 632 Data-Based Decision Making (3)

Using qualitative and quantitative research methodologies to make data-based decisions regarding student placement, teaching strategies and student performance, reflective teaching, program evaluation and school reform. Students are advised to take this course early in their sequence of study.

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

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

EDU 635 Theory and Practice in Supervision (3)

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

EDU 636 Human Resources and Labor Relations (3)

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

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

Examination of the social support systems that children need including family, peers, schools, media and community and the critical role communications play in social interactions; effectively communicating internally and externally.

EDU 638 School Business Management and Finance (3)

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

EDU 639 Master's Project (3)

Completion of an approved master's project. Periodic conferences required. Prerequisites: EDU 631 or EDU 633, or permission of instructor.

EDU 644 Principles of Data-Based Curriculum, Instructional Planning and Assessment (3)

Knowledge and skills in curriculum development, instructional planning and assessment; individualizing the curriculum and effective curriculum implementation and alignment.

EDU 647 School Law (3)

Review of the frameworks of education law enabling administrators to achieve their mission while making sound and legally defensible decisions; review of case law in separation of church and state, due process, and equality and discrimination.

EDU 648 Leadership of Special Programs (3)

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

EDU 657 Becoming a Superintendent: Creating and Sustaining Vision (3)

Knowledge, skills and attitudes necessary to become a successful superintendent. Topics include the history of superintendency, working with the board and building a cohesive administrative team; characteristics of urban, rural and suburban districts.

EDU 658 Leadership for Political Systems and Change (3)

Political forces and balance of power that define educational policy; developing skills for building learning communities; history, research and models for educational change.

EDU 670 Administrative Internship (3)

Field Experience in school district educational leadership at both the building and the district level.

EDU 671 Student Teaching Seminar (1)

Preparing for student teaching; building good relationships with cooperating teacher, college supervisor, pupils, parents, school faculty, staff and principal. Student diversity and classroom expectations; important teacher characteristics. Earning New York State certification. Permission of the Department Chair required. Corequisites EDU 675 and EDU 676 or EDU 677 and EDU 678.

EDU 675 Student Teaching I (4)

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Permission of Director required. Corequisite: EDU 671

EDU 676 Student Teaching II (4)

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Permission of Director required. Corequisite: EDU 671.

EDU 677 Mentored Internship I (4)

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

EDU 678 Mentored Internship II (4)

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

EDU 690 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

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

Culminating academic experience concluding with dossier completed under direct supervision of course instructor. Integrate key concepts and ideas across the program including: theories of learning, curriculum development, assessment, and teaching diverse learners. Prerequisites: Completion of a minimum of 27 credits in the preparation course sequence in Childhood, Childhood and Special Education, Adolescence, or Adolescence and Special Education or by Permission of Department Chair.

EDU 698 Professional Development in Education: Current Issues (3)

Culminating academic experience concluding with a position paper and presentation on a current issue in education completed under supervision of the instructor. Issued such as educational technology, school reform and current legislative issues are explored. Prerequisites: Completion of a minimum of 21 credits in the preparation course sequence in Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Classrooms Program or permission of Department Chair.

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

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

EDU 997 Continuous Enrollment (0)

See 'Continuous Enrollment' in the section on Academic Policies.

English

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 deCrevcoeur, 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.

ENG 600 Selected Topics (3)

Advanced study of a selected topic in English not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

ENG 690 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Fine Arts

FIA 690 Independent Study (1-6)

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.

Finance

FIN 533 Corporate Finance (3)

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

FIN 585 Health Care Financial Management (3)

The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future. Prerequisites: HCA 506 or permission of instructor.

FIN 601 Advanced Financial Management (3)

Corporate financial analysis, working capital management, and capital budgeting issues. Financial models and tools used to inform management about the long-term viability of the firm and to discover financial fraud.

Gerontology

GNT 503 Perspectives in Gerontology (3)

Literature relevant to the study of gerontology: an overview of current aging issues; current career opportunities; and aging in the future. Seminar format.

GNT 505 Culture, Gender, and Aging (3)

Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

GNT 605 200850 Social Service Delivery Issues (3)

Community-based services/programs put in place as result of Older Americans Act; examine challenges confronting network professionals while developing, funding, implementing, administering, and coordinating programs and services.

GNT 613 Grant-Writing, Program Planning and Evaluation (3)

Skills needed to develop health care/social service program proposals, especially those which are funded by grants. Introductory qualitative and quantitative methods are used to evaluate effectiveness.

GNT 615 Community Design/Health and Mobility Issues (3)

Basic natural physiological and psychological changes which accompany aging, creating challenges faced by elderly individuals during their everyday community mobility.

GNT 616 Livable Communities/Planning (3)

History of efforts to structure communities, the desire of aging Americans to age in place and remain independent, the ability of communities to support that desire, and current and future trends in community design.

GNT 695 Capstone Project (3)

Students combine knowledge and skills learned in prior Certificate program course work with information gathered during their professional careers, and direct this combined knowledge toward the completion of a substantial project of their own definition. Prerequisites: Minimum of nine credits of GNT courses, INCLUDING GNT 503 AND GNT 505.

Geology

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)

GOL 600 Special Topics in Geology (3)

Examination of patterns, causes, and effects of naturally-occurring and human-induced environmental changes through time, with particular emphasis on climate change. Theoretical basis of indirect evidence of environmental change, particularly evidence preserved within sedimentary archives, and their application as tools reconstruct past environmental conditions.

Government

GOV 500 Selected Topics (3)

GOV 563 International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

GOV 664 International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Health Care ??

HAN 514 Health Care Advocacy/Navigation Profession and Role(3)

The course examines the process and role of health care advocacy/navigation. It reviews the history of health care, the US health care delivery system, the continuum of care, and models of advocacy.

HAN 524 Patient's Perspective of Illness(3)

Acute and chronic illnesses and end of life are explicated through patient illnesses narratives. Students explore the patient illness experience and providing literary, social, and political commentary.

HAN 534 Strategies of Influence and Negotiation(3)

The course explores effective communication theories, strategies, and best practices. Students will 'practice' communicating with key stakeholders. Mediation, facilitation, and negotiation strategies will also be reviewed.

HAN 544 Study of Disease and Illness States(3)

The course explores the relationship of anatomy and physiology to illness and disease including medical terminology and practice.

HAN 554 Health Care Policy(3)

The course examines the basic principles of health policy and how it has affected, and continues to affect, the delivery of health care in the US. It also examines current and ongoing health care reform.

HAN 564 Advanced Topics in Health Care Policy(3)

The course examines advanced topics in health policy and politics including: pharmacology, the aging population, the development of the health care workforce, rationing, and the challenges in implementing health care reform.

HAN 574 Marketing Strategies and Techniques(3)

The course will teach the Health Care Advocate/Navigator pursuing private practice: branding techniques, market analysis, outreach, and advertising. It will help the private practitioner develop a marketing plan and create collateral materials.

HAN 584 Establishing/Expanding a Health Care Advocacy/Navigation Private Practice(3)

Health Care Advocate/Navigator, pursuit if private practice, determination of interest, development of a viable business plan, and understanding the nuts-and-bolts of business ownership.

Health Care Administration

HCA 516 Community Health Management (3)

Students are introduced to the basic tenets, methods, and applications of community health management. Essential community health management skills will be developed to promote health within dynamic national and international health systems.

HCA 521 Health Care Systems: A Continuum of Care (3)

Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 Organizational Leadership (3)

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

HCA 526 Cultural Competency for Health Care Leaders (3)

Students are introduced to issues of health disparities salient to 21st century America to develop culturally proficient health care leaders. Key health problems and corrective strategies are addressed.

HCA 527 Ethical and Legal Issues (3)

Legal principles of development, application and assessment in health care organizations. Leadership in applying ethics in business and clinical decision making, and adherence to the codes of ethics of health care professionals.

HCA 531 Leadership in Marketing and Strategic Planning (3)

Broad aspects of service sector management, and strategic planning, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering health care. Same as MGT 531.

HCA 536 Leading Health Care Prevention and Wellness (3)

Students are introduced to requirements of leaders and best practices in developing, managing, and accessing community health and wellness programs.

HCA 546 Population Health Care Delivery (3)

Students are introduced to the population health research, theoretical frameworks, current practices, community integrated strategies, and though leader prognosis for future interventions.

HCA 612 Advanced Seminar (3)

Core concepts of understanding and applying essential skills in health care organizations. Grant writing, entrepreneurship, consultation, community service, and emerging issues.

HCA 613 The Health Care Administrator Leader (3)

Broad aspects of leadership, including visioning, change management, and team development.

HCA 614 Quality and Performance Improvement in Evidence Based Health Care (3)

Breadth and depth experience of performance improvement initiatives that impact all levels of health care including clinical and financial issues.

HCA 615 Human Resources Management (3)

Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluation as well as employee motivation, collective bargaining, and recruitment. Same as MGT 615.

HCA 616 Organization Dev and Change (3)

Application tools and methods of the behavioral sciences to improve organization performance. Key principles and conduct of internal/external consultants.

HCA 621 Nursing Home Administration (3)

Insight into nursing home management issues, whether it be for the seasoned veteran or the health care neophyte manager. This course will assist the manager in developing his/her style of management.

HCA 627 Health Informatics (3)

Managerial perspectives on the effective use of data and information technology to improve organizational performance in health care settings.

HCA 631 International Health Care Systems (3)

Effects of government and private health services on the health status of populations around the globe. Emphasis is on an interdisciplinary approach including epidemiological, economic, and financial issues.

HCA 645 Clinical Research (3)

Research methods employed in clinical settings. Quantitative and qualitative methods: research designs related to clinical situations.

HCA 651 Capstone Design & Development (3)

The design and development of the capstone project consists of preparing a draft of five chapters: introduction, research, methodology, case/model development or study, and conclusion.

HCA 652 Capstone Completion (2)

The Capstone Completion course is the capstone finishing process synthesizing the final project document for publication. It requires student adherence to writing competencies and College and APA style standards. Prerequisite: HCA 651

HCA 799 Capstone Project (5)

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

HCA 997 Continuous Enrollment (0)

History

HIS 500 Selected Topics (3)**HIS 504 The American Revolution (3)**

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 304.

HIS 515 The African-American Experience (3)

African-American experience in the United States, with emphasis on the post-1865 period.

HIS 516 Public History (3)

Public history is history, designed to reach a wide audience, presented outside the classroom or a textbook. We examine monuments, museums, battlefields, oral histories, 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. Meets with 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. Meets with HIS 364.

HIS 590 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

HIS 600 Selected Topics (3)

Advanced study of a selected topic in history not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

HIS 619 Readings in African-American History (3)

Overview of literature on the African-American historical experience in the United States from 1619 to present.

HIS 656 Guided History Research (3)

Substantial piece of original research written to professional standards required. Same as History 456. Prerequisite: Graduate level standing.

HIS 690 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Health Studies

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. PreRequisite: ENG 102. Same as ENG 547.

Human Rights

HRA 500 Selected Topics (3)

HRA 664 International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Humanities

HUM 503 Museum (3)

Exploration of museums as cultural institutions and attempt to define the purpose of the institution, approaching museums as texts in order to discover what they seek to communicate and to whom.

HUM 600 Humanities Seminar (3)

Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same.

Liberal Studies

LST 500 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.

LST 600 Selected Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

LST 603 Research Methods in the Social Sciences (3)

Essentials of social science research and reporting methods at the graduate and professional level.

LST 604 Graduate Liberal Studies Seminar (3)

Orientation to the MSLS as an opportunity to enhance critical thinking, analytical, and writing skills. Explores the concept of interdisciplinary liberal education and its potential for fostering intellectual growth, and the ability to enhance employability.

LST 605 Technowar: The Human Struggle with Technology (3)

Technology dates from the first time a living entity picked up a rock to defend itself or to use as a tool. Since that time technology has made life simpler, safer, or richer but with ethical and other costs.

LST 640 Contemporary Issues in Science (3)

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

LST 690 Independent Study (1-6)

LST 691 Research I (3,6)

Review literature in the field of study and develop a faculty-supervised proposal for a thesis or research project.

LST 692 Research II (3,6)

Complete a faculty-supervised thesis or research project.

LST 997 Continuous Enrollment (0)

Math

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.

MAT 600 Selected Topics (3)

Advanced study of a selected topic in mathematics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

MAT 690 Independent Study (1-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Management

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.

MGT 601 Core Topics in Management I (0,6)

Strategy and analysis of the value chain; macroeconomic issues in business; monetary theory and financial institutions; financial statement analysis.

MGT 602 Core Topics in Management II (0,6)

Business planning and strategic management; capital structure; cash flow analysis; operational, capital, and cash budgeting; demand theory; cost theory; business simulation experience.

MGT 610 Core Topics in Management (3)

Investigation of the various functions and ethical impacts inherent within an organization and for which management is responsible including strategy, research and development, marketing, operations, and the supply chain.

MGT 615 Human Resources Management (3)

Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluations as well as employee motivation, collective bargaining, and recruitment. Same as HCA 615.

MGT 617 Corporate Ethics (3)

Ethical issues and dilemmas that contemporary business professionals face in the performance of their duties.

MGT 619 Strategic Management and Leadership (3)

Case study based course focused on developing skills in strategic competitive analysis, assessing business risk, effective implementation and execution of strategies, and developing an effective leadership style based on current theories and research.

MGT 995 Residency (0)**MGT 997 Continuous Enrollment (0)**

Occupational Therapy

OCT 505 Theoretical Basis of Occupational Therapy (3)

Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major.

OCT 506 Human Occupations (3)

Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 Professional Writing I (1)

Documentation, publication, and other aspects of professional writing specific to occupational therapy. All assignments will be linked to those in OCT 622 Professional Writing II. Co-requisites: OCT 548 and OCT 549.

OCT 525 Fundamentals of Transformative Learning (1)

Principles of transformative learning applied to educational experiences within the occupational therapy program. Co-requisite: OCT 573

OCT 526 Case-Informed Discussion: Adolescents and Young Adults (2)

Case-informed discussion related to the role of occupational therapy with adolescents and adults. Open only to students in the professional phase of the occupational therapy major. Co-requisite: OCT 571

OCT 527 Case-Informed Discussion: Adults (2)

Case-informed discussion to the role of occupational therapy with adults. Co-requisite: OCT 572

OCT 548 Foundations of Occupational Therapy Research (1)

Overview of evidence-based practice and research traditions within occupational therapy and associated disciplines. Co-requisite: OCT 549.

OCT 549 Research Seminar I (2)

Exploration of options for research project focused on occupation, culminating in submission of research/project proposal. Co-requisite: OCT 548

OCT 551 Community I (1)

Experimental learning in community agencies; development and application of foundational skills; observation, interpersonal communication, advocacy, cultural competency, reflective practice, ethics. Includes 20 hours of fieldwork.

OCT 553 Fieldwork Level IA (1)

Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 561 Professional Roles: Development (3)

Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 571 Occupational Performance: Adolescents and Young Adults (0,4)

Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention. Co-requisite: OCT 526

OCT 572 Occupational Performance: 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.

OCT 601 Occupational Performance: Children (0,4)

Occupational therapy practice with children (aged 0 -13); evaluation, intervention and outcomes. Co-requisite: OCT 604

OCT 602 Synthesis: Occupation-Based Practice with Children (2)

Emphasis on best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical

analysis of literature and creation of personal perspective on practice with children.

OCT 604 Case-Informed Discussion: Children (2)

Case-informed discussion related to the role of occupational therapy with children between the ages of 0 to 13. Open only to students in the professional phase of the occupational therapy major. Co-requisite: OCT 601

OCT 615 Synthesis: Theory to Practice (2)

Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 622 Professional Writing II (2)

Documentation, publication, and other aspects of professional writing specific to the profession of occupational therapy. Assignments will be continued from assignments in OCT 521 Professional Writing I. Prerequisite: OCT 521.

OCT 633 Fieldwork Level 1B (1)

Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 637 Occupational Therapy Manager (3)

Synthesis and integration of principles of management and impact of systems on provision of occupational therapy services to individuals in various populations and communities.

OCT 648 Occupational Therapy Research Analysis and Integration (1)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisites: OCT 548 and OCT 549. Co-requisite: OCT 649.

OCT 649 Research Seminar II (2)

Implementation of approved research project under faculty sponsorship. Prerequisite: OCT 548 and OCT 549. Co-requisite: OCT 648.

OCT 652 Community II (1)

Experiential learning in community setting with focus on occupation, professional development, and communication skills. Application to teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

OCT 654 Fieldwork Level IIA (6)

First Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 655 Community III (1)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 656 Fieldwork Level IIB (6)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 657 Fieldwork Level IIC (0-4)

Occupational field work experience in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for M.S. degree in occupational therapy.

OCT 663 Advanced Professional Roles (3)

Exploration of diverse roles in occupational therapy within different service delivery systems. Advanced professional development and dissemination of information to meet evolving needs in occupational therapy practice setting, including community-based practice.

OCT 668 OT Research Dissemination (1)

Continuation of the methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisites: OCT 548, OCT 549, OCT 648 and OCT 649. Co-requisite: OCT 669.

OCT 669 Research Seminar III (2)

Completion of approved research project under faculty sponsorship. Prerequisites: OCT 548, OCT 549, OCT 648 and OCT 649. Co-requisite: OCT 668.

OCT 997 Continuous Enrollment (0)

Philosophy

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 Therapy

PHT 538 Introduction to Teaching and Learning (1)

Learners participate in seminars with facilitator(s) to develop an understanding of theoretical constructs behind problem-based learning and self-direction in learning. Characteristics of the adult learner including readiness for learning and learning styles are discussed. Co-requisites: PHT 553, 554, 557, 559, 565 and 569. Prerequisites: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 541 Case Based Discussion I (6)

Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Primary patient diagnoses involve the musculoskeletal system. Co-requisites: PHT 538, 543, 544, 545, 546, 548, 549.

PHT 543 Clinical Laboratory I (0,3)

Students integrate knowledge, acquire basic clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary musculoskeletal diagnoses. Co-requisites: PHT 538, 541, 544, 545, 546, 548, 549.

PHT 544 Anatomy I (0,3)

Human cadaver dissection and discussion that explores structures of the thorax and extremities using regional and systemic perspectives. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 538, 541, 543, 545, 546, 548, 549.

PHT 545 Critical Inquiry Seminar I (2)

Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to meet the needs of patients/clients with primary musculoskeletal pathologies. Co-requisites: PHT 538, 541, 543, 544, 546, 548, 549.

PHT 546 Applied Clinical Kinesiology (1)

This course is designed to present data from research, clinical practice and tools of mechanical analysis that describe the mechanical behavior of the tissues under normal and abnormal circumstances. Corequisites: PHT 538, 541, 543, 544, 546, 548, 549.

PHT 548 Therapeutic Foundations (1)

Basic techniques and foundational skills for examination and intervention through case study of individuals with simple diagnoses across practice settings. Students apply knowledge, acquire clinical skills, and develop

professional behaviors. Co-requisites: PHT 538, 541, 543, 544, 545, 546, 549.

PHT 551 Case Based Discussion II (6)

Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that promote autonomous clinical practice. Primary patient diagnoses involve the neuromuscular system. Co-requisites: PHT 553, 554, 557, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 553 Clinical Laboratory II (3)

Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary neuromuscular diagnoses. Co-requisites: PHT 551, 554, 557, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 554 Anatomy II (0,3)

Discussion and dissection provide basic scientific foundation of neuroanatomy and neurophysiology, with introduction to clinical consequences of insult to nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 551, 553, 557, 559, 565, 569. Prerequisite: PHT 538, 541, 543, 544, 545, 546, 548, 549.

PHT 557 Professional Practice I (3)

Role, responsibility and accountability of the autonomous practitioner relative to the current health care environment. Emphasis on theoretical constructs underlying models of health care 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.

PHT 619 Clinical Education I (8)

Introduction to direct patient care and application of basic theoretical concepts central to patient/client management. Students participate in patient care under the close supervision of an on-site physical therapist. First of four clinical education experiences. Prerequisite: Successful completion of year 1 PHT 538 - 569 courses.

PHT 629 Clinical Education II (8)

Students apply basic theoretical concepts central to patient/client management. Second of four clinical education experiences, in which students participate in patient care under the close supervision of an on site physical therapist. Prerequisite: PHT 619.

PHT 701 Foundations of Autonomous Practice (2,3)

Core professional values and professional roles in patient/client management are explored. Disablement models are applied to guide physical therapy diagnosis and screening for underlying pathology. Principles of evidence-based practice and outcomes measurement are introduced.

PHT 712 Prevention and Wellness (2,3)

Explore epidemiology related to the role of physical therapy in primary care, emphasizing screening and risk stratification to develop exercise programs to promote health and wellness and prevent injury and disease. Prerequisite: PHT 701

PHT 716 Global Health Care Issues (3)

Current perceptions of the influence of health policy and professionalism on physical therapy practice are examined. Strategies for fostering leadership within profession are introduced. Principles of business management are applied to physical therapy practice. Prerequisite: PHT 701

PHT 721 Diagnostic Imaging I (2)

Fundamentals of diagnostic imaging for screening, evaluation, diagnosis, prognosis, and outcome assessment. Scientific principles underlying multiple imaging technologies will be covered. Prerequisite: PHT 701

PHT 722 Diagnostic Imaging II (2)

Analysis of pathophysiology and related imaging in the practice of physical therapy. Emphasis on incorporation of imaging data in the diagnosis, differential diagnosis, prognosis, and outcome assessment for pathology of specified body system. Prerequisite: PHT 701

PHT 723 Pharmacology and Pathophysiology I (2)

Principles of pathophysiology and pharmacology, from cellular to systems level; drug action on the nervous and cardiopulmonary systems, including therapeutic and adverse responses; traditional and evolving information related to pharmacology in physical therapist's practice. Prerequisite: PHT 701

PHT 724 Pharmacology and Pathophysiology II (2)

Analysis of pathophysiology and pharmacology related to the practice of physical therapy; drug action on the musculoskeletal system; accessing, evaluating, and applying information to patient/client evaluation, prognosis and the determination of physical therapy interventions. Prerequisite: PHT 723

PHT 741 Case Based Discussion V (6)

Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Multidimensional needs of individuals with complex diagnoses. Co-requisites: PHT 743, 744, 745, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 743 Clinical Laboratory V (3)

Application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with complex diagnoses. Multidimensional needs of individuals are incorporated to expand upon principles previously acquired while additional techniques are developed. Co-requisites: PHT 741, 744, 745, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 744 Anatomy V (0,3)

Dissection and discussion building on PHT 554. Emphasizes depth with regard to clinical consequences of insult to the nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 741, 743, 745, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 745 Critical Inquiry Seminar V (1)

Core professional values and practice expectations for entry level and advanced competency explored. Decision making of doctoral prepared autonomous practitioners. Discussions will occur online. Co-requisites: PHT 741, 743, 744, 747, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 747 Professional Practice II (2)

Business planning, including strategic planning, financial management, resource management and marketing. Communication skills related to business management emphasized. Co-requisites: PHT 741, 743, 744, 745, 749, 759. Prerequisite: PHT 641, 643, 644, 645, 649, 659.

PHT 749 Research II (2)

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

PHT 759 Caring for the Community IV (1)

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

PHT 769 Clinical Education III (8)

Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Third of four clinical education experiences, in which students participate fully in patient care under the close supervision of an on site physical therapist. Prerequisite: Successful completion of PHT 641 - 759.

PHT 779 Clinical Education IV (8)

Designed to allow students to integrate the multifaceted roles of clinicians into current practice within the health care system. Upon completion of this final clinical experience, students exhibit practice level expectations of entry level professional. Prerequisite: PHT 769.

PHT 801 Teaching and Learning (3)

Principles of teaching, learning, and dynamics of effectiveness related to physical therapist's role of caregiver, educator, consultant and collaborator. Outcomes of instructional process through effective teaching techniques and strategies. Prerequisite: PHT 701

PHT 812 Measurement and Interpretation of Outcomes (3)

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

PHT 813 Management in Health Care Delivery (3)

Organizational management theory and principles. Quantitative analysis of health care issues. Supervision, quality assurance, and marketing are explored. Concepts of human resources and quality assurance including productivity, contracts and ethical/legal issues are examined. Prerequisite: PHT 701

PHT 814 Research Methods (3)

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

PHT 816 Practicum (1-6)

Capstone course tailored to individual student needs and professional interests. Students select education, management, or research as a focus. Individual or group experiences are planned with individual faculty. May be repeated once. Prerequisite: PHT 701

PHT 995 Residency (0)

PHT 997 Continuous Enrollment (0)

Physics

PHY 503 The History of Physics (3)

The development of physics since the time of Aristotle and the early Greek scientists. Emphasis on physical theories and their historical significance.

PHY 517 Principles of Physical Science (3)

Important principles of physics, chemistry, earth science. Historical contexts. Integration of principles to address complex global problems.

PHY 590 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

PHY 600 Selected Topics (3)

Advanced study of a selected topic in physics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

PHY 690 Independent Study (0-6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Psychology

PSY 507 Psychology and the Visual Arts (3)

Introduces students to elements of design and how they create psychological effects. Introduces students to influential artists and their creative works. Affords students opportunities to explore their creative and expressive potentials.

PSY 560L Health Care in Developing

Regions: Tanzania Practicum (0)

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

PSY 604 Child and Adolescent

Development: Implications for Educators (3)

Developmental theory, principles, and research and their application to the effective education of diverse student populations. Twenty hours of field work required.

Risk Management

RMI 610 Insurance and Risk Management for Today's Professional (3)

This course provides an overview and introduction to different types of non-speculative risks faced by businesses and individuals, and how we identify, measure, control and mitigate those risks. Prerequisite: BUS 652.

RMI 620 Property & Casualty Risk Management for Business and Individuals (3)

This course provides a view of P/C insurance and risk management issues for both commercial concerns and the individual or family. The course will analyze, compare, and contrast P/C issues of businesses and individuals. Prerequisite: BUS 652.

RMI 630 Insuring and Managing Risk for the Person (3)

The course will explore the many risk management and insurance issues individuals must deal with in today's world. Life and health insurance, disability income insurance, retirement, investment and financial planning are covered. Prerequisite: BUS 652.

RMI 640 Managing Risk Across the Enterprise (3)

ERM is the process firms use to identify, measure, manage, and disclose the key risks. This course explores the theory and process of identifying risks and their impact on the value of the firm. Prerequisite: BUS 652

Sociology

SOC 537 Science & Social Power (3)

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

SOC 552 Minority Experience in American Society (3)

Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, or permission of instructor.

SOC 555 Community and Social Change (3)

Analysis of challenges and opportunities facing American communities. Emphasis on communities in New York State, and on Utica in particular.

SOC 563 Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

SOC 600 Special Topics (3)

How cities are structured and how they function; what it is like to live in an urban setting; problems faced by urban places and how they are addressed. Will also examine different urban settings.

Spanish

SPA 500 Immersion Spanish (3)

SPA 590 Spanish Culture Research Paper (3)

SPA 604 Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and thorough review of Spanish grammar. Conducted in Spanish. Prerequisite: SPA 202 and permission of instructor.

SPA 690 Independent Study (3)

Utica College Course

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.

UCC 600 Contemporary Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

UCC 690 Independent Study (0-6)

Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 997 Continuous Enrollment (0)

See 'Continuous Enrollment' in the section on Academic Policies.

UCC 998 Student Enrollment (0)



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John L. Martin '59, Esq., D.L.
Theodore E. Martin '61, D.C.S.
Ronald E. Mason '74
Stanley Mattos '77
Albert S. Mazloom '58
Jeremiah McCarthy, Jr.
Thomas J. Nelson '69/'90
Cathy M. Newell
Mary A. Packer '74
Anthony Palumbo, M.D.
William E. Parry '73
Nancy DePaolo Pattarini '77
John G. Pinto '63
Katherine Pyne
James E. Reid '73
J. Douglas Robinson
Linda E. Romano, Esq.
Kenneth A. Shaw, Ph.D.*
The Honorable Norman I. Siegel
Michael K. Simpson, Ph.D.*
Howard Terrillion '58
Theodore L. Tolles, Esq. (Deceased)
Michael J. Valentine '66
Walter Williams '61
Harry Wolfe
Richard J. Zick

*Indicates ex-officio member

**Acting President of the College and ex-officio member,
January 1998-July 1998

EMERITI MEMBERS

The Honorable Sherwood Boehlert '61, D.L.
Dominick D. Carbone
Harold T. Clark Jr. '65, D.L.
Vincent J. Coyne '66
Carolyn Dalton '74
Mike Damsky
Donald A. DeRosa '54
John A. Donohue Sr. '57
Joseph P. Furgal '50, D.H.L. (Deceased)
Robert O. Hubbell '66
Sally L. Majka '61
John J. Meehan '61
Edward Mele (Deceased)
Doris W. Miga
John F. Millett '52, D.D.S. (Deceased)
Frank A. Mondri '62, V.M.D.
Thomas J. Nelson '69/'90
James Raymonda '55 (Deceased)
Charles Sprock Sr. '61
Michael J. Valentine '66
Stephen B. Waters
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Ann Marie Teitelbaum Cassella '92
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Janet Desens '02
Richard B. Getty '75
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Dr. Scott F. Healy '69
Paul A. Jarrett '69
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Attia Nasar '08
David Shanton '80
Tanner Stewart '10
Lien Vu '10
Jeremy Welsh '01
Honorable Michele Woodard '76

EMERITI MEMBERS

James R. Bacher '53 (Deceased)
Carolyn J. Berwald '64 (Deceased)
Margaret W. Betler '57 (Deceased)
Bruce A. Brodsky '73
Joseph Camerata '49 (Deceased)
Harold T. Clark Jr. '65
Vincent J. Coyne '66
Donald A. DeRosa '54
Victor J. Fariello '76
Victor J. Grimaldi '55 (Deceased)
Dr. Louis M. Haddad '51
Dr. Toffe M. Hadity '52 (Deceased)
Frank P. Mammone '50
Thomas J. Nelson '69
Sharon A. Oberriener '64
James A. Riccardi '60 (Deceased)
James R. Salamy '73
Thomas W. Scirto '81
Jane R. Tofalo '54 (Deceased)
Philip G. Vanno Jr. '73
Henry G. Williams '51
Michael L. Yeoman '83

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Faculty

FULL-TIME FACULTY

Lawrence R. Aaronson

B.S. Florida State University
Ph.D. Rutgers University
*Professor of Biology, 1987**
Crisafulli Distinguished Teaching Award, 1996
Clark Award, 1997
Harold T. Clark Jr. Professor of Microbiology, 2010

Claudette Abounader, R.N.,

A.N.P.
A.A.S. Mohawk Valley Community College
B.S., M.S. Syracuse University
Assistant Professor of Nursing, 2002

Civita Allard, R.N.

B.S. SUNY Utica
M.S. Russell Sage College
Associate Professor of Nursing, 2009

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B.S. Worcester State College
M.S. Worcester State College
Ph.D. University of Rhode Island
Assistant Professor of Cybersecurity

Daniel Barr

B.S. Arizona State University
Ph.D. Arizona State University
Assistant Professor of Chemistry, 2011

Atasi Basu

B.Sc. University, Baroda, India
M.Stat. Indian Statistical Institute, Kolkata, India
Ph.D. Indian Statistical Institute, Kolkata, India
Ph.D. Syracuse University
Associate Professor of Accounting, 2005

Annette Becker, R.N.

B.S. Hartwick University
M.S. SUNY, Binghamton DNS, Sage College
Associate Professor of Nursing, 2006

Hossein Behforooz

B.S. Tehran University
M.S. Institute of Mathematics, Teachers Training University
M.S., Ph.D. Brunel, University of West London
Professor of Mathematics, 1987
Clark Award, 2005

Chelsea Berns

B.S. Colorado State University
Ph.D. Iowa State University
Assistant Professor of Biology, 2014

—
* Year of appointment to Utica College

Helen Blouet

B.A. College of William and Mary
M.A., Ph.D. Syracuse University
Associate Professor of Anthropology, 2009

Michelle Boucher

B.A. Case Western University
B.S. Case Western University
Ph.D. Case Western Reserve University
Associate Professor of Chemistry, 2005
Crisafulli Distinguished Teaching Award, 2014

Cassandra Brown

B.S. Keuka College
M.S. Keuka College
Clinical Instructor

James C. Brown

B.S. Utica College
M.P.A. Sage Graduate School
Ed.D. University of Phoenix
Professor of Practice, Justice Studies, 2014

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B.S. SUNY Institute of Technology
M.S. Syracuse University
Ph.D. Binghamton University
Associate Professor of Nursing, 2004

Bryant W. Buchanan

B.S. University of Southern Mississippi
M.S., Ph.D. University of Louisiana-Lafayette
Professor of Biology, 2001

Elizabeth A. Warfel Burback

B.A. LeMoyne College
M.S. Rochester Institute of Technology
Assistant Professor of Public Relations and Digital Marketing, 2010

Sarah Burnett-Wolle, C.T.R.S.

B.A. SUNY Purchase
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Ph.D. The Pennsylvania State University
Associate Professor of Therapeutic Recreation, 2007

Paula D. Carey, O.T.D., OTR/L

B.S. Utica College
M.S. Syracuse University
O.T.D. Chatham University
Associate Professor of Occupational Therapy, 1987

Bruce Caster

B.A. Swarthmore College
M. Acc., Ph.D. University of Georgia
Associate Professor of Accounting, 2011

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B.S. SUNY Buffalo
M.S. University of Arizona
Ph.D. University of Arizona
Associate Professor of History, 2002

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B.A. Hamilton College
M.S. Syracuse University
Associate Professor of Journalism, 2003

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B.A., M.A. Ball State University
Ph.D. University of Michigan
M.S.W. Syracuse University
Professor of English, 1974
Crisafulli Distinguished Teacher Award, 2010

Ralph Craig

B.S. Presbyterian College
M.S. North Carolina State University
Assistant Professor of Mathematics, 2006

Thomas A. Crist

B.A. Rutgers University
M.A. University of South Carolina
M.A., Ph.D. Temple University
Professor of Physical Therapy, 2001
Clark Award, 2012

Daniel Cruz

B.A. Goshen College
M.A. Northern Illinois University
Ph.D. Northern Illinois University
Assistant Professor of English, 2013

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B.S. New York College at Oswego
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Assistant Professor of Education, 2013

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B.S., M.S. State University of New York
Institute of Technology, Utica/Rome
A.N.P. Syracuse University
Assistant Professor of Nursing, 2008

Linda S. Dake

B.A. Whitman College, WA
M.S. Washington State University, Ph.D. University of Maine
Associate Professor of Physics, 2002

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B.A.Sc. University of Toronto
M.S. University of Wisconsin-Madison
Ph.D. McGill University
Associate Professor of Physics, 1989
Crisafulli Distinguished Teaching Award, 2009

Jan J. DeAmicis

B.A. Dartmouth College
M.A., Ph.D. University of Massachusetts, Amherst
Professor of Sociology, 1977
Crisafulli Distinguished Teaching Award, 2006
Clark Award, 2010

Jason R. Denman

B.A. University of California, Davis
M.A., Ph.D. University of California, Irvine
Professor of English, 2004

Maria DeGiglio

B.A. Cornell University
M.A. Sarah Lawrence College
Professor of Practice for Health Care Advocacy and Navigation, 2014

Peter DeSimone

B.A. Grand Valley State University
M.A. The Ohio State University
Ph.D. The Ohio State University
Assistant Professor of History, 2012

Thomas Diana

B.S. Utica College
M.S. Syracuse University
Ph.D. Syracuse University
Associate Professor of Education, 2005

Sandra B. Dimeo, O.T.R.

B.S. Utica College
M.S. State University of New York at Cortland
Associate Professor of Health Studies, 1992
Crisafulli Distinguished Teaching Award, 2002

Carol A. Downing

B.A., M.A. University of Dayton
Ph.D. Ohio University
Assistant Professor of Communication Arts, 1985
Crisafulli Distinguished Teaching Award, 1992

Diep Duong

M.S. Polytechnic University
Ph.D. Rutgers University
Assistant Professor of Finance, 2013

David Dubbelde

B.S. Texas A&M University
M.Ed., M.S. Texas A&M University
Ph.D. Texas A&M University
Professor of Practice, Construction Management, 2008

- Ashraf Elazzazi, P.T.**
B.S. School of Physical Therapy,
Cairo University
M.S. Texas Woman's University
Ph.D. Texas Woman's University
*Associate Professor of Physical
Therapy, 2005*
- Ashraf Elmarakby**
B.S. Cairo University, Egypt
M.S. Cairo University, Egypt
D.P.T. Cairo University, Egypt
*Assistant Professor Physical
Therapy, 2014*
- Brad A. Emmons**
B.A. Albion College
Ph.D. Indiana University
*Associate Professor of Mathematics,
2003*
- Deanna Errico**
B.S. State University of New York
M.S. Ed Alfred University
M.P.T. Clarkson University
tD.P.T. Simmons College
*Assistant Professor of Physical
Therapy, 2012*
- Dawn E. Evans, P.T.**
B.S. SUNY, Syracuse
D.P.T. Utica College
*Assistant Professor of Physical
Therapy, 2006*
- Richard G. Fenner**
B.A., M.B.A. Cornell University
M.A., Ph.D. Syracuse University
*Associate Professor of Economics,
1989*
*Crisafulli Distinguished Teaching
Award, 2008*
- Lois A. Fisch**
B.Ed. University of Wisconsin/
Whitewater
M.Ed. National-Louis University
Ph.D. Northwestern University
Professor of Education, 1995
- Leonore Fleming**
B.A. Bucknell University
M.S. Duke University
Ph.D. Duke University
*Assistant Professor of Philosophy,
2013*
- Linnea E. Franits, O.T.R.**
B.S., M.A. New York University
*Associate Professor of Occupational
Therapy, 1994*
- Megan Foster**
B.A. State University of New York
at Geneseo
M.S. Buffalo State College
Ph.D. University of Buffalo
*Assistant Professor of Special
Education, 2014*
- Thomas Fryc**
B.A. Union College
M.A. The John Hopkins University
Ph.D. University of Massachusetts
*Assistant Professor of Philosophy,
2005*
- Joseph Giordano**
A.A. Herkimer County
Community College
B.S. Utica College
M.S. Education, Syracuse
University
*Professor of Practice, Cybersecurity,
2009*
- Austin Givens**
B.A. University of Virginia
M.A. Virginia Commonwealth
University
*Professor of Practice, Cybersecurity,
2014.*
- Elizabeth B. Gleasman, R.N.,
F.N.P.-C.**
B.S.N. University of Rochester
M.S. Syracuse University
Associate Professor of Nursing, 1985
- Alan Goldenbach**
B.A. University of Michigan
M.A. University of Maryland
*Assistant Professor of Journalism,
2012*
- David M. Habbel**
B.S. State University of New York
College at Brockport
M.A., Ph.D. State University of
New York at Buffalo
*Associate Professor of
Communication Arts, 1987*
- Robert M. Halliday**
B.A. Stirling University
D.Phil. Oxford University
Professor of Philosophy, 1991
- Patrice W. Hallock**
B.S. State University College
M.S. Plymouth State College
Ph.D. University of New
Hampshire
*Associate Professor of Education,
2004*
- Glen Hansen**
B.S., M.B.A. Brigham Young
University
M.S., Ph.D. University of
Rochester
*Associate Professor of Accounting,
2010*
- Dana B. Hart**
B.S. State University of New York
M.S., Ph.D. Syracuse University
*Professor of Practice, Health Care
Administration, 2008*
- Amy B. Haver, R.N.**
B.S. Utica College
M.S. Binghamton University
Assistant Professor of Nursing
- Molly H. Hickey, P.T.**
B.A. State University of New York
at Buffalo
M.P.T. Temple University
D.P.T. Temple University
*Associate Professor of Physical
Therapy, 2001*
- Nancy R. Hollins, O.T.R.**
B.S. University of Minnesota
M.S. Syracuse University
Ph.D. Syracuse University
*Associate Professor of Occupational
Therapy, 1987*
*Crisafulli Distinguished Teaching
Award, 2013*
- Zhaodan Huang**
B.A. Renmin University of China
M.A. University of Saskatchewan
Ph.D. West Virginia University
Associate Professor of Finance, 2004
- Janice E. Huss**
B.A. Utica College
M.S. Syracuse University
*Associate Professor of Computer
Science, 1983*
- Mary Anne Hutchinson**
B.A. Utica College
M.A., Ph.D. Syracuse University
Professor of English, 1980
- Todd S. Hutton**
A.B. Davidson College
M.Ed. University of Florida
Ph.D. Duke University
President of the College, 1998
- Bernard L. Hyman Jr.**
B.S. Utica College of Syracuse
University
J.D. Syracuse University College
of Law
*Professor of Practice - Economic
Crime Investigation, 2014*
- Kirstin F. Impicciatore. C.T.R.S.**
B.S.E. State University of New York
at Cortland
M.S. Utica College
*Assistant Professor of Therapeutic
Recreation, 2001*
- Mary Ann Janda**
B.A., M.A., Ph.D. University of
Illinois at Chicago
Professor of English, 1987
Clark Award, 2006
- John H. Johnsen**
B.A., M.A. Case Western Reserve
University, Ohio
Ph.D. State University of New York
at Buffalo
Professor of Anthropology, 1977
- Sharon L. Kanfoush**
B.S. Long Island University at
Southampton College
M.S. State University of New York
College at Buffalo
Ph.D. University of Florida
Associate Professor of Geology, 2002
- Jung Yeop Kim**
B.S. Sungkyunkwan University
M.S. South Dakota State University
Ph.D. University of Wyoming
*Associate Professor of Computer
Science, 2005*
- Annemarie Kinsella**
A.A.S., Maria Regina College
B.S., Utica College
M.S., New School for Social
Research
*Assistant Professor of Occupational
Therapy, 2012*
- Judith A. Kirkpatrick**
B.A., M.A., Ph.D. Indiana
University
*Provost and Vice President for
Academic Affairs 2004*
- Krista Krause**
B.S. Binghamton University
M.S. Upstate University School of
Nursing
*Professor of Practice – Nursing,
2014*
- Tyson C. Kreiger**
B.S. Northern Arizona University
M.S., Ph.D. Arizona State
University
*Associate Professor of Psychology,
2010*
- Daniel B. Kurtz**
B.S. St. Lawrence University
Ph.D. Upstate Medical College
Associate Professor of Biology, 2003
- Jun Kwon**
B.A. Chungbuk National
University
M.A. Cornell University
Ph.D. University of Georgia
*Assistant Professor of Government
and Politics, 2014*
- Ronald E. LaBella**
B.A. Utica College
M.S. Syracuse University
*Associate Professor of Computer
Science, 1982*

- Gary Leising**
B.A. University of Dayton, Ohio
M.F.A. University of South Carolina
Ph.D. University of Cincinnati
Professor of English, 2005
- Marijean E. Levering**
B.A. Loyola University Chicago
M.A. Michigan State University
Ph.D. Wayne State University
Associate Professor of Theatre, 2000
- Amy E. Lindsey**
B.S. University of Pittsburgh at Bradford
M.Ed. University of Pittsburgh
Ph.D. Vanderbilt University
Associate Professor of Psychology, 2004
- Cynthia Love-Williams, R.N.**
B.S.N. Mississippi University
M.S. Wright State University
Assistant Professor of Nursing, 2009
- Arlene R. Lundquist**
B.A. University of North Carolina at Greensboro
M.A.Ed. Wake Forest University
Ph.D. University of Wisconsin at Madison
Associate Professor of Psychology, 2000
- Suzanne Lynch**
B.S. Wayne State University
M.S. Utica College
Professor of Practice, Economic Crime, 2010
- Paul MacArthur**
B.A. SUNY Oswego
M.P.S. Syracuse University
Associate Professor of Public Relations, 2006
- Aaron Mallace**
BA Alfred University
M.S. Ithaca College
Assistant Professor of Health Studies, 2013
- Shauna Malta, P.T.**
B.S. Russell Sage College
M.S. Elmira College
D.P.T. Utica College
Professor of Physical Therapy, 2000
Award for Excellence in Academic Advising, 2004
- Samantha Marocco, P.T.**
B.S. Russell Sage College
M.S. Clarkson University
D.P.T. Russell Sage College
Assistant Professor of Physical Therapy, 2009
- Thomas M. McCarthy**
B.S. Binghamton University
- M.S. University of West Florida
Ph.D. University of Kentucky
Professor of Biology, 2004
- Denise McVay, P.T.**
B.S. Marietta College
B.S., M.S. D'Youville College
D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009
- Jeffrey A. Miller**
B.A., M.A., Ph.D. State University of New York at Buffalo
Associate Professor of Communication Arts, 1997
- Melodee Moltman, CCLS**
B.S. South Dakota State University
M.S. Wheelock College
Associate Professor of Psychology-Child Life, 1980
- Victoria L. Nackley, O.T.R.**
B.S. University of New Hampshire
M.S. Syracuse University
Assistant Professor of Occupational Therapy, 2004
- Denise Marie Nepveux**
B.S. University of Texas
M.S. Washington University
Ph.D. University of Illinois
Assistant Professor of Occupational Therapy
- Stephanie Nesbitt**
A.A., Cayuga Community College
B.A., Ithaca College
JD, University at Buffalo School of Law
M.B.A., Syracuse University
Assistant Professor of Risk Management and Insurance, 2012
- Domenica Newell-Amato**
BA Florida State University
MA Syracuse University
Ph.D. Emory University
Assistant Professor of French
- Randall K. Nichols**
B.S.Ch.E. Tulane University
M.B.A. University of Houston
M.S.Ch.E. Texas A & M University
Professor of Practice, Criminal Justice, 2006
- Paulina Niechcial**
M.A. Ethnology, Jagiellonian University
M.A. Iranian Studies, Jagiellonian University
Ph.D. Jagiellonian University
Visiting Professor of Anthropology
- Dorothy Obernesser**
A.A. Mohawk Valley Community College
B.A. Utica College
M.A. Emerson College
Visiting Associate Professor of English, 2008
- Theodore S. Orlin**
B.A. Brooklyn College
J.D. State University of New York at Buffalo
Professor of Criminal Justice/Government and Politics, 1983
Crisafulli Distinguished Teaching Award, 1993
Clark Award, 2000
Harold T. Clark Professor Emeritus of Human Rights Scholarship and Advocacy, 2005
- Lisa M. Orr**
B.A. Syracuse University
M.A. State University of New York at Binghamton
Ph.D. University of California, Los Angeles
Professor of English, 1997
- Adam K. Pack**
B.S. Binghamton University
Ph.D. State University of New York, Health Science Center at Syracuse
Professor of Biology, 2001
Clark Award, 2011
- Peter A. Pawson, P.T.**
D.E.C. Dawson College
B.S. Utica College
B.Sc., Ph.D. McGill University
Associate Professor of Physical Therapy and Biology, 1993
- Stephen G. Peek**
B.A. State University of New York at Plattsburgh
M.B.A. University of North Dakota
Associate Professor of Management, 1987
- Luke Perry**
B.A. York College of Pennsylvania
M.A., Ph.D. University of Massachusetts
Associate Professor of Government & Politics, 2011
- John Peter**
B.S., University of Michigan
M.A., Wayne State University
Ph.D. Wayne State University
Assistant Professor of Mathematics, 2012
- Leonard Popyack**
B.S. SUNY College of Technology
M.S. SUNY Binghamton
Ph.D. Binghamton University
Associate Professor of Cybersecurity, 2011
- Terri L. Provost**
B.S., M.S., Ph.D. Bowling Green State University
Associate Professor of Biology, 2001
- Curtis R. Pulliam**
B.S. Western Illinois University
Ph.D. University of Wisconsin-Madison
Associate Professor of Chemistry, 1987
Crisafulli Distinguished Teaching Award, 2012
- Ahmed Radwan**
B.S. Cairo University
M.S., Cairo University
D.P.T. Utica College
Ph.D. Cairo University
Assistant Professor of Physical Therapy, 2011
- Donald J. Rebovich**
B.S. The College of New Jersey
M.A., Ph.D. Rutgers University
Professor of Criminal Justice, 2001
- Joseph Ribauda**
B.S. Allegheny College
M.S., Ph.D. University of Notre Dame
Assistant Professor of Physics, 2011
- Suzanne Richardson**
B.A., Bard College
M.F.A., The University of New Mexico
Assistant Professor of English, 2012
- Nathaniel Richmond**
B.A. State University of New York at Buffalo
M.A., Ph.D. George Washington University
Professor of Government and Politics, 1988
Crisafulli Distinguished Teaching Award, 2005
- Christopher A. Riddle**
B.A.H., Queen's University at Kingston,
M.A., York University
Ph.D., Queen's University at Kingston
Assistant Professor of Philosophy, 2012
- Ashley Riley**
B.S. Binghamton University
M.S. Xavier University
Clinical Instructor

- Angel Rivera**
B.Sc. University Centroccidental
"Lisandro Alvarado," Venezuela
M.S., Ph.D. Syracuse University
Associate Professor of Computer Science, 2005
- Maria Roche-Dean**
B.S. State University of New York
Institute of Technology
M.S. State University of New York
Institute of Technology
Professor of Practice - Nursing, 2014
- Thomas A. Rossi, P.H.R.**
B.S. Kings College
M.B.A. Monmouth College
Associate Professor of Management, 1979
- Dale L. Scalise-Smith, P.T.**
B.S. Northeastern University
M.S., Ph.D. University of North Carolina
Professor of Physical Therapy, 1996
- Sara Scanga**
B.A. Drew University
Ph.D. SUNY College of
Environmental Science and
Forestry
Associate Professor of Biology, 2010
- James Scannell**
B.A. Middlebury College
M.A. University of Virginia
Ph.D. State University of New York
at Stony Brook
Associate Professor of English, 1998
Award for Excellence in Academic Advising, 2001
- David Schilling, P.T., O.C.S**
B.S., D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009
- Adam Schoonmaker**
B.A. Potsdam College
M.Sc. University of Vermont
Ph.D. State University of New York
at Albany
Associate Professor of Geophysics, 2007
- John Schwoebel**
B.A. Castleton State College
Ph.D. Boston College
Assistant Professor Psychology, 2014
- Stephanie Selvick**
B.A. University of Wisconsin-
Oshkosh
M.A. Simmons College
Ph.D. University of Miami
Assistant Professor of English, 2013
- Kathryn Silva**
B.A. University of Massachusetts
M.A. University of South Carolina
Ph.D. University of South Carolina
Assistant Professor of History, 2014
- Jessica Singer**
B.A., Canisius College
Ph.D. University at Albany
Assistant Professor of Sociology, 2012
- Mary Siniscarco, MS, OTR/L**
B.S. Utica College
MS, SUNY Cortland
Assistant Professor of Health Studies, 2008
- Crystal Smith**
B.S. Keuka College
M.S. Keuka College
Clinical Instructor
- Ellen Smith, R.N.**
B.S. Saint Olaf College
M.P.H. University of Minnesota
Assistant Professor of Nursing, 2011
- Jim Smith, P.T.**
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Associate Professor of Physical Therapy, 2005
- Polly J. Smith**
B.A. Utica College
Ph.D. State University of New York
at Albany
Associate Professor of Sociology, 2004
- R. Scott Smith**
B.A. University of Rochester
M.A., Ph.D. Duke University
Associate Professor of Psychology, 1991
- Steven M. Specht**
B.S. State University of New York
at Oswego
M.A., Ph.D. State University of
New York at Binghamton
Professor of Psychology, 1999
- Colleen Sunderlin, O.T.R.**
B.A. Ithaca College
M.A. Tufts University School of
Occupational Therapy
Ph.D. Syracuse University
Associate Professor of Occupational Therapy, 1995
- Patricia Swann**
B.A. Truman State University
M.S. Syracuse University
Associate Professor of Public Relations, 2002
- Carrie Taylor**
B.S. University of Missouri-
Columbia
M.S. University of Kansas
Ed.D. Argosy University
Assistant Professor of Wellness and Adventure Education, 2014
- Alyssa Thomas**
B.S. Heidelberg College
Ph.D. Ohio University
Assistant Professor of Chemistry, 2009
- Jessica Thomas**
B.S., Union College
Ph.D., University of Connecticut
Health Center
Assistant Professor of Biology, 2012
- Juan A. Thomas**
B.S. Clarkson University
M.S. University of Vermont
M.A., Ph.D. University at Albany,
State University of New York
Ph.D. Massachusetts Institute of
Technology
Associate Professor of Spanish, 2008
- Dimitar Todorov**
B.S., M.S. University of
Architecture,
Civil Engineering and Geodesy
Assistant Professor of Construction Management, 2009
- Nancy Vaccaro, R.N.**
B.S.N. Keuka College
B.A., M.S. New School for Social
Research
Assistant Professor of Nursing, 2009
- Shanna VanSlyke**
B.S., M.S., Ph.D. Florida State
University
Associate Professor of Criminal Justice, 2010
- Jo Ellen Vespo**
B.A., Ph.D. State University of New
York at Stony Brook
M.A. University of Maryland
Professor of Psychology and Psychology-Child Life, 1987
Award for Excellence in Academic Advising, 2000
Clark Award, 2004
- William Virkler**
B.S. Le Moyne College
M.B.A. Syracuse University
Associate Professor of Criminal Justice
- Gregory E. Walsh**
B.S., State University of New York
Institute of Technology
M.A., State University of New York,
Albany
Ed.D. Fielding Graduate University
Assistant Professor of Criminal Justice, 2008
- Sharon E. Wise**
B.S. University of Florida
M.S., Ph.D. University of Louisiana
Professor of Biology, 2001
Crisafulli Distinguished Teaching Award, 2011
- David G. Wittner**
B.G.S. University of Connecticut
M.A., Ph.D. Ohio State University
Professor of History, 2000
- Barbara Witucki**
B.A. Hunter College, CUNY
M.A. New York University
M.A. Villanova 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
- Xiao Xiao**
B.S. Zhejiang University
M.A., Ph.D. Binghamton
University
Assistant Professor of Mathematics, 2011
- Jennifer L. Yanowitz**
B.A. SUNY, Oswego
M.A. James Madison University
Ph.D. University of Minnesota,
Twin Cities
Associate Professor of Psychology, 2006
- Linda S. Zee**
B.A. Colby College
M.A. Purdue University
Ph.D. Indiana University
Professor of Spanish, 1997
- Laurence G. Zoeckler**
B.A. Hamilton College
M.A. St. Joseph's Seminary
M.A. Syracuse University
Ph.D. Indiana University-
Bloomington
Associate Professor of Education, 2001

FACULTY (FLORIDA CAMPUS) EMERITI AND RETIRED FACULTY

Marcia Bauman, R.N.

B.S., M.B.A., Indiana Wesleyan University
M.S.N., Loyola University
Adjunct Lecturer of Nursing, 2013

Catherine Brownell, R.N.

B.S., State University of New York Institute of Technology
M.S., Syracuse University
Ph.D., Binghamton University
Associate Professor of Nursing, 2004

Sandra Burns, R.N.

B.S.N., California State University
M.S.N., Kaplan University
Adjunct Lecturer of Nursing, 2013

Erin Dupree, R.N.

B.S., M.S., SUNY Upstate Medical University
Adjunct Lecturer of Nursing, 2013

Elizabeth B. Gleasman, R.N., F.N.P.-C.

B.S., University of Rochester
M.S., Syracuse University
Associate Professor of Nursing, 1985

Michelle Jeski, R.N.

B.S.N., Syracuse University
M.S.N., University of South Alabama
Adjunct Lecturer of Nursing, 2013

Krista Krause, R.N.

B.S., Binghamton University
M.S., SUNY Upstate Medical University
Professor of Practice, Accelerated Second Bachelor's Degree in Nursing, 2013

Cynthia Love-Williams, R.N.

B.S.N., Mississippi University
M.S., Wright State University
Assistant Professor of Nursing, 2009

Danielle O'Connor, R.N.

B.S., M.S., State University of New York Institute of Technology
Coordinator of Clinical Lab, 2009

Geralynn Owens, R.N.

B.S., State University of New York Institute of Technology
M.S.N., University of Phoenix
Adjunct Lecturer of Nursing, 2013

Beverly Plante, R.N.

B.S., M.S., State University of New York Institute of Technology
Adjunct Lecturer of Nursing, 2013

Victoria Schad, R.N.

B.S.N., Allegheny University
M.S.N., Drexel University
Adjunct Lecturer of Nursing, 2013

James W. Albert, P.E.

B.C.E. Clarkson College of Technology
Associate Professor of Construction Management

Mariarosa Allodi

B.S. Utica College
M.S. Syracuse University
Associate Professor Emerita of Mathematics
Crisafulli Distinguished Teaching Award, 1988

Robert Anderson

B.A., M.A., D.S.S. Syracuse University
Professor Emeritus of Political Science and Social History

Louis Angelini

B.M. Ithaca College
M.M., Ph.D. Eastman School of Music
Professor Emeritus of Music
Crisafulli Distinguished Teaching Award, 1989

Marilyn H. Baissa

B.A. Lycoming College
M.A., Ph.D. George Washington University
Associate Professor Emerita of Government & Politics/Black Studies

Richard E. Becker

B.A. Harvard University
M.A., Ph.D. University of Chicago
Associate Professor of History

John C. Behrens

B.S. Bowling Green State University
M.A. Pennsylvania State University
Professor Emeritus of Public Relations/Journalism

Frank Bergmann

Neues Gymnasium Ravensburg, Germany
M.A. University of Arkansas
Ph.D. University of Tübingen, Germany
Professor of English and German, 1969
Walter D. Edmonds Distinguished Professor Emeritus of English and German
Crisafulli Distinguished Teaching Award, 1985
Clark Award, 1994

Alan E. Bessette

B.S. University of Vermont
M.S. University of Oregon
Ph.D. University of Maine at Orono
Distinguished Professor Emeritus of Biology
Clark Award, 1995
Crisafulli Distinguished Teaching Award, 2000

Joseph J. Bialek

B.S., M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

William C. Blanchfield

B.S., M.S. Rensselaer Polytechnic Institute
Ph.D. State University of New York at Albany
Professor Emeritus of Economics, 1966

Patrick M. Boyd, M.T. (ASCP)

B.S. State University of New York at Buffalo
M.S. Roswell Park Memorial Institute, Buffalo
Ph.D. State University of New York at Binghamton
Associate Professor of Chemistry, 1975

Elizabeth Bradbury

B.S., Brigham Young University
M.S., State University of New York at Albany
Assistant Professor of Education

James F. Caron

B.A. Assumption University of Windsor
M.A., Ph.D. University of Toronto
Professor Emeritus of Philosophy

James J. Carrig

B.A., M.A. Niagara University
Ed.D. Syracuse University
Associate Dean Emeritus

Jerome D. Cartwright

B.A. Western Michigan University
M.A. University of Michigan
Ph.D. University of Wisconsin
Professor Emeritus of English

Lawrence C. Cerny

B.S., M.S. Case Institute of Technology
Ph.D. University of Ghent, Belgium
Professor Emeritus of Chemistry

Christine L. Channer

B.S. State University of New York College at Cortland
M.S. Syracuse University
Ph.D. Arizona State University
Associate Professor of Education

Anthony C. Checchi

B.S. State University of New York at Oswego
M.S., Ph.D. Purdue University
Associate Professor Emeritus of Biology

Louis P. Cizza

A.B. Hamilton College
B.A. Syracuse University
M.S. Rensselaer Polytechnic Institute
Adjunct Professor Emeritus of Physics and Italian

George Curtis

B.A. Syracuse University
J.D. Brooklyn Law School
Professor Emeritus of Criminal Justice, 1999

Ronald L. Danilowicz

B.S. Rose Hulman Institute of Technology
B.A. Utica College
M.S. John Carroll University
Ph.D. Colorado State University
Professor Emeritus of Computer Science, 1974

Annette M. Dimon, C.P.A.

B.S. State University of New York College of Technology
M.B.A. Rensselaer Polytechnic Institute
Associate Professor Emerita of Accounting

Laura G. Dorow

B.A. Wells College
M.A., Ed.D. Columbia University Teachers College
M.M. Florida State University
Professor of Education, 1994

Mary J. Drucker

B.A. Salem State College
M.A. University of Massachusetts at Boston
Ph.D. Syracuse University
Associate Professor of Emerita of Education, 2003

Bradford A. Dunn, C.P.A.

B.S. Utica College
B.S. Cornell University
M.S. State University of New York Institute of Technology
Assistant Professor of Accounting

Allyn R. Earl

B.A. Utica College
M.A. Syracuse University
Associate Professor Emeritus of Finance

J. Richard Emmert
A.B. Hope College
Ph.D. Brown University
*Associate Professor Emeritus of
Government and Politics, 1970*

Cecilia Friend
B.A. University of Maryland
M.A. Syracuse University
*Professor of Public Relations
Journalism, 1987*
Clark Award, 2002
*Crisafulli Distinguished Teaching
Award, 2007*

Anthony J. Garramone
B.A. Utica College
J.D. Syracuse University
Adjunct Professor of Business Law

Mary Jean Gelsomino, P.T.
B.S. Ithaca College
M.A. New York University
D.P.T. MGH Institute of Health
Professions
*Associate Professor Emerita of
Physical Therapy, 2008*

Pauline E. Ginsberg
B.A. Carnegie-Mellon University
M.S. Illinois State University
Ph.D. Syracuse University
*Distinguished Professor Emerita of
Psychology*
Clark Award, 2003

William A. Gokey
B.A. Brockport State College
M.A. University of Albany
M.Ed. Plymouth State College
Ed.D. Nova Southeastern
University
*Assistant Professor of Education,
2009*

William H. Gotwald Jr.
B.S. Millersville State College
M.S. Pennsylvania State
University
Ph.D. Cornell University
Professor Emeritus of Biology
*Crisafulli Distinguished Teaching
Award, 1979*
Clark Award, 1991

Edween Ham
B.S. State University of New York
at Geneseo
M.A., Ph.D. Syracuse University
*Associate Professor Emerita of
English*

David M. Harralson
A.B. Georgetown College
A.M. Indiana University
Ph.D. Kent State University
M.S., M.L.S. Syracuse University
Professor Emeritus of English

Hartwell C. Herring III
B.B.A., M.S. University of
Mississippi
Ph.D. University of Alabama
*Professor Emeritus of Accounting,
2000*

William M. Hickman
B.A. Williams College
M.B.A. Syracuse University
*Associate Professor of Marketing/
Management, 1985*

Lyn Hill, O.T.R., F.A.O.T.A.
B.S. Wayne State University
M.S. Syracuse University
*Associate Professor Emerita of
Occupational Therapy*

Randall Huta, C.P.A.
B.S. Utica College
M.B.A. Syracuse University
*Associate Professor Emeritus of
Accounting*

Edward J. Jones, C.P.A.
B.A. Utica College
M.B.A. Syracuse University
*Associate Professor Emeritus of
Accounting*

Richard C. Joseph
B.S. Ithaca College
M.S. Syracuse University
*Assistant Professor Emeritus of
Therapeutic Recreation*

Joan Kay, C.T.R.S.
B.S. Murray State University
B.S. Utica College
M.A. Ball State University
*Associate Professor Emerita of
Therapeutic Recreation, 1982*
*Crisafulli Distinguished Teaching
Award, 2004*

Kim Landon
B.A. Utica College
M.A. Syracuse University
*Professor Emerita of Public
Relations/Journalism, 1979*
*Crisafulli Distinguished Teaching
Award, 1991*

Marie-Noëlle D. Little
Licence-es-Lettres, Lyon
University, France
M.A. Indiana State University,
Terre Haute
Ph.D. University of
Massachusetts, Amherst
Professor Emerita of French, 1982
Clark Award, 2001

Ronald Lucchino
B.A. Mansfield State College
M.S., Ph.D. University of New
Mexico
Professor Emeritus of Biology
*Crisafulli Distinguished Teaching
Award, 2001*

Scott MacDonald
B.A. DePauw University
M.A., Ph.D. University of Florida
*Professor Emeritus of English and
Film*
*Crisafulli Distinguished Teaching
Award, 1981*
Clark Award, 1993

Gian Carlo Mangano
B.A. Catholic University, Milan,
Italy
B.A. University of Rome, Italy
M.A. State University of New
York at Buffalo
M.S. Syracuse University
Ph.D. Columbia University
*Associate Professor Emeritus of
Mathematics*

Mary Katharine Maroney, R.N.
B.S. Columbia University
M.S. Boston University
Ph.D. Syracuse University
*Distinguished Professor Emerita of
Nursing, 1991*

Diane Matza
B.A. University of Michigan
M.A. Wesleyan University
Ph.D. Case Western Reserve
University
Professor of English, 1978
Clark Award, 1996

R. Bruce McBride
B.A., M.A. State University of
New York at Oswego
M.A., Ed.D. State University of
New York at Albany
*Professor Emeritus of Criminal
Justice, 1987*
Clark Award, 2007

Judith McIntyre
B.A. Carleton College
M.A., Ph.D. University of
Minnesota
Professor Emerita of Biology
Clark Award, 1992
*Crisafulli Distinguished Teaching
Award, 1998*

Jane Metzger
B.S., M.A. Syracuse University
*Adjunct Professor Emerita of
Theatre*

Doris Wester Miga
A.B. State University of New
York at Albany
M.A. Syracuse University
Professor Emerita of Sociology
*Crisafulli Distinguished Teaching
Award, 1980*

David L. Moore
B.S., B.A. Eastern Nazarene
College
M.S., Ph.D. Ohio State University
*Asa Gray Distinguished Professor
of Biology*
Clark Award, 1998
*Crisafulli Distinguished Teaching
Award, 2003*

Clement J. Moses
B.A. Hamilton College
M.S. Cornell University
Ph.D. State University of New
York at Binghamton
*Associate Professor Emeritus of
Physics*

Frank K. Mosher
B.S., M.S., Ed.D. Syracuse
University
Professor Emeritus of Education

Joan Murphy, R.N.
B.S. Nazareth College
M.S. Boston University
Ed.D. Syracuse University
Professor Emerita of Nursing

Herman S. Muskatt
B.S. City College of New York
M.S., Ph.D. Syracuse University
Professor Emeritus of Geology

Eugene Paul Nassar
B.A. Kenyon College
M.A. (Oxon) Worcester College,
Oxford
Ph.D. Cornell University
Professor Emeritus of English
Clark Award, 1990

Stephen P. Neun
B.A., M.A., Ph.D. University of
Connecticut
*Distinguished Professor Emeritus
of Economics*
*Crisafulli Distinguished Teaching
Award, 1994*
Clark Award, 1999

Clara K. Nicholson
B.A. Syracuse University
M.A. University of Massachusetts
Ph.D. Syracuse University
Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.
B.A. Manhattanville College
B.S. Columbia University College
of Physicians & Surgeons
M.S. Syracuse University
*Associate Professor Emerita of
Occupational Therapy*
*Crisafulli Distinguished Teaching
Award, 1995*

Robert J. Petrillo

B.S. University of Rochester
M.B.A. University of Buffalo
Assistant Professor of Accounting and Management

William F. Pfeiffer

B.S. Wittenberg University
M.S. University of Wisconsin
Ph.D. Case Western Reserve University
Professor Emeritus of Chemistry
Crisafulli Distinguished Teaching Award, 1986

Herbert Rau

B.S. State University of New York, Oneonta
M.B.A., Nasson College
Ph.D. Union Institute
Associate Professor of Marketing, 2006

Laurence W. Roberts

B.A. Utica College
M.A., Ph.D. Syracuse University
Associate Professor of Psychology, 1989
Crisafulli Distinguished Teaching Award, 1997

Roger R. Rockefeller

M.E., M.S., Ph.D. Stevens Institute of Technology
Professor Emeritus of Physics

Richard B. Rosen

B.S. Loyola University
M.A. Georgetown University
Ph.D. University of California at Berkeley
Professor Emeritus of History

Mary Lee Seibert

B.S., M.S. Ed.D. Indiana University
Vice President for Academic Affairs and Dean of the Faculty Emerita

Raymond Simon

B.S. University of North Carolina
M.S. Northwestern University
D.H.L. Utica College
Professor Emeritus of Public Relations
Crisafulli Distinguished Teaching Award, 1975 and 1984

Donald M. Stasiw

B.S. Utica College
M.S. Case Western Reserve University
Ph.D. State University of New York College of Forestry, Syracuse University
Associate Professor Emeritus of Computer Science

Kalixt S. Synakowski

B.A. Hamilton College
M.A. Harvard University
Associate Professor Emeritus of Philosophy
Crisafulli Distinguished Teaching Award, 1976

Sally C. Townsend, O.T.R.

B.S. Virginia Commonwealth University
M.A. College of St. Rose
C.A.S., Ph.D. Syracuse University
Associate Professor of Occupational Therapy, 1991

Rosemary E. Ullrich

B.S. Mercyhurst College
M.S. Syracuse University
Associate Professor Emerita of Business

JoElyn Wakefield-Wright

A.B. Pfeiffer College
M.M. Indiana University
Adjunct Professor Emerita of Music

Sandra B. Welch, R.N.

B.S. State University of New York
Institute of Technology
M.S. Syracuse University
Associate Professor Emerita of Nursing

Frederick Zammiello

B.A. Colgate University
M.A. Colgate University
B.S. Utica College
M.A., Ph.D. Syracuse University
Assistant Professor Emeritus of Philosophy, 2004

DECEASED EMERITI FACULTY

Raymond J. Albert
Robert V. Anderson
Joseph J. Arlotto
Thomas G. Brown
Harold Burger
James L. Chamberlain
Robert S. Connor
Virgil C. Crisafulli
Raymond J. Cristman
Edward B. Cutler
George Dmohowski
Helmut Echtermann
Amparo Escarrilla
K. Della Ferguson
Ralph Fimmano
Frank Galime
Anne Goss
Victor Grimaldi
Adolph B. Heller
Harry F. Jackson
Sidley K. Macfarlane
Robert W. Millett
James C. Mills

Frank K. Mosher
Aaron Naftalevich
Jacob Oser
Wayne N. Palmer
Harold W. Pier
Vladimir Polanskoy
James Riccardo
Owen Roberts
Charles Samuels
Ralph N. Schmidt Sr.
Donald L. Tripp
Arthur Wassermann
Charles H. Webster
Jerome Weiss
Robert L. Willard
Corinne G. Youda
Donald K. Zellner

HALF-TIME AND PART-TIME FACULTY**Linda Aaronson**

A.A.S. University of South Florida
B.S. Florida State University
B.S. Utica College
Adjunct Professor of Health Studies

Heather G. Abrams

B.A. Boston University
Adjunct Professor of Fine Arts

James Adasek

B.S. Utica College
Adjunct Instructor of Math

Joshua Bartolomie

B.S. Champlain College
M.S. Norwich University
Adjunct Instructor of Cybersecurity

Lindarae Bauer

B.A. SUNY at Binghamton
M.Ed. University of Hawaii
Adjunct Professor of Biology

Kathleen Bishop

B.S. State University of New York at Geneseo
M.S. Syracuse University
Ph.D. Syracuse University
Adjunct Professor of Aging Studies

Kimberley Blauch

B.S. Ohio University
D.P.T. Utica College
Adjunct Instructor of Physical Therapy

Martin Broccoli

B.S. Utica College
M.S. State University of New York at Albany
Adjunct Professor of Marketing

Civita A. Brown, CCLS

B.A., M.S. Utica College
Adjunct Professor of Psychology-Child Life
Coordinator of Internships, Psychology-Child Life Program

Steven Brucker

B.S., M.S. Utica College
Adjunct Instructor of Criminal Justice

Cora Bruns, O.T.R.

B.S. Utica College
M.S. Utica College
Adjunct Instructor of Occupational Therapy
Fieldwork Coordinator, Occupational Therapy Program

Mary Campbell

B.A. State University of New York at Buffalo
M.S. Lehigh University
Adjunct Instructor of French, Spanish, and Geology

Salvatore T. Capuana

B.S. Logan College
Adjunct Instructor of Biology

Mary Cardinale

B.A. Utica College
M.A. College of Saint Rose
Ph.D. University of Rhode Island
Adjunct Instructor of English

Nicholas Cardinale

A.A.S. Mohawk Valley Community College
B.S. Utica College
Adjunct Instructor of Mathematics

Ann M. Carey

B.A. Utica College of Syracuse University
M.A. New York University
Adjunct Instructor of Theatre

Vincent Cattat

B.A. Curry College
C.A.S. SUNY Cortland
Adjunct Instructor of Education

William Cesare

B.A. Utica College
M.S. State University of New York at Oswego
Adjunct Professor of Psychology

Glenn Coin

B.S. Michigan State University
M.A. Syracuse University
Adjunct Instructor of Journalism

James S. Cowan, C.P.A.

B.S. Utica College
Adjunct Professor of Finance

- Harvey S. Cramer**
B.S. University of Michigan
M.S. Syracuse University
Adjunct Professor of Biology
- Robert N. DeCarlo, Jr.**
B.S. SUNY Institute of Technology
M.B.A. Sage Graduate School
M.S. Utica College
Adjunct Instructor of Cybersecurity
- Dominick L. DeMarco**
B.S. Kent State University
Adjunct Professor of Health Sciences
- Lawrence Dillon**
B.A. Westminster College
J.D. New York Law School
Adjunct Professor of Criminal Justice
- Susan Draves**
B.S. LeMoyne College
M.S. State University of New York at Oswego
Adjunct Professor of Spanish
- Steve Dunckel**
B.S. State University of New York, College of Environmental Science and Forestry
M.S. Syracuse University
Adjunct Professor of Chemistry
- Carl Dziekan, C.P.A.**
B.S. Alfred University
J.D. Union University Albany Law School
Professor of Practice, Construction Management
- Michael R. Eckler**
B.S. Utica College
M.S. Syracuse University
Adjunct Instructor of Cybersecurity
- Christopher Fobare**
B.S. Utica College
M.A. University of Massachusetts Amherst
Adjunct Instructor of History, 2014
- Kris T. Reape Foote**
B.S. Utica College
M.S.W., M.P.A. Syracuse University
J.D. Syracuse University
Adjunct Instructor of Psychology and Gerontology
- Kristy L. Fischmann**
B.S. Utica College
J.D. Syracuse University College of Law
Adjunct Instructor of Economic Crime Management
- Grant Garramone**
B.A. Utica College
J.D. Syracuse University College of Law
Adjunct Instructor of Business Law
- John C. Gazak**
B.S. Union College
M.A. Syracuse University
Adjunct Professor of Mathematics
- Darlene Heian**
B.S. Millersville University
M.L.S. Fort Hays State University
Assistant Professor of Gerontology, 2006
- Jennifer Herzog**
B.S. Utica College
M.S. Yale University School of Medicine
Adjunct Instructor of Biology
- Scott Hosler**
B.S., M.B.A. Utica College
Adjunct Instructor of Accounting
- Douglas Houghton**
B.A. Utica College
M.S. College of New Rochelle
Adjunct Professor of English
- Linda Hughes**
B.A. Utica College
J.D. Syracuse University
Adjunct Professor of Criminal Justice
- Robert W. Jones**
B.A. Capital University
M.S. Utica College
Adjunct Professor of Economic Crime
- Charles Lewis**
B.A. Utica College
Adjunct Instructor of Physical Education
- Nancy Mandry**
B.A. Syracuse University
M.S. SUNY at Cortland
Adjunct Instructor of English
- Anthony Martino**
B. A. SUNY Geneseo
M.S. Utica College
Adjunct Instructor of Criminal Justice
- Vernon McCandlish**
B.S. Rensselaer Polytechnic Institute
M.S. Utica College
Adjunct Instructor of Cybersecurity
- Richard Moon**
B.A. Utica College
Adjunct Professor of Education
- Margaret Morgan-Davie**
B.A. Oberlin College
M.A. Cornell University
Ph.D. Cornell University
Assistant Professor of Economics
- Emerson C. Morse**
B.S. Utica College of Syracuse University
M.S. Cornell University
Adjunct Professor of Biology
- Kathryn S. Muller**
B.A. State University College, Oneonta
M.S. University of Washington, Seattle, WA
Adjunct Instructor of Psychology
- Geralynn Owens**
B.S. State University of New York at Utica/Rome
Instructor of Nursing
- Edward J. Potter**
B.S. Villanova University
M.S. Utica College
Adjunct Instructor of Economic Crime
- Frank Price**
B.A. Hamilton College
Ph.D. University of Colorado, Boulder
Adjunct Instructor of Biology
- Kamil M. Rahme**
B.S. State University of New York
Adjunct Instructor of Arabic
- Francis G. Reid**
B.S. Siena College
M.S. University of Nebraska
Adjunct Professor of Business
- David Roberts**
B.A. Utica College
M.S. State University of New York at Albany
Adjunct Professor of Psychology
- Peter Rocci**
B.S. SUNY Buffalo
M.E. University of Idaho, Moscow ID
Adjunct Instructor of Mathematics
- Sarah Rosenstein**
B.A. Wellesley College
Ph.D. Duke University
Adjunct Professor of Chemistry
- Laura M. Salvaggio**
B.F.A. State University of New York
M.F.A. Temple University
Adjunct Instructor of Theatre
- Jan Marie Simpson, P.T.**
B.S. Le Moyne College
B.S. State University of New York Health Science Center at Syracuse
M.S. The New School University, New York, NY
D.P.T. Utica College
Assistant Professor of Physical Therapy, 1995
- Anthony Sorbello**
A.A.S. Morrisville College
B.S. University of Georgia
M.S., C.A.S., Ph.D. Syracuse University
Adjunct Instructor of Geology
- Brianne (Puleo) Stratton**
B.A. Utica College
M.S. Syracuse University
Adjunct Instructor of Communication Arts
- Richard M. Stulmaker**
B.A., M.A. State University of New York at Albany
Adjunct Professor of Sociology
- Kerry Sullivan**
B.A., M.A. Utica College
Adjunct Professor of Education
- Julie Batson Suprenant**
B.A. State University of New York at Geneseo
M.A. University at Albany
Adjunct Professor of Communication Arts
- John D. Susenburger, CMA**
B.S. University of Missouri
M.B.A. St. John's University
Adjunct Instructor of Business and Economics
- David Taurisano**
A.A.S. Mohawk Valley Community College
B.S. State University of New York Institute of Technology
M.B.A. Rensselaer Polytechnic Institute
Adjunct Instructor of Business and Economics

Alfred J. Valentini
B.A., M.A. State University of
New York at Albany
Adjunct Professor of Italian

Alane P. Varga
B.S., M.A. Slippery Rock
University of Pennsylvania
*Adjunct Instructor of Social
Studies*

Jacqueline Warmuth
A.A.S. Herkimer County
Community College
B.S. Utica College
M.S. Cortland College
*Adjunct Instructor of Health
Studies*

R. A. Andy Wilson
B.S. University of Tennessee
M.S. Utica College
*Adjunct Instructor of Economic
Crime*

Regina Zdeb
B.A. Utica College
M.A. SUNY at Albany
Adjunct Instructor of Mathematics

Honorary Degrees

DEGREES AWARDED BY UTICA COLLEGE OF SYRACUSE UNIVERSITY

(Syracuse University Honorary
Degrees)

October 19, 1961
Moses G. Hubbard
Honorary Doctor of Laws

May 1974
Allen H. Nucharth
*Honorary Doctor of Humane
Letters*

May 1985
Mstislave Rostropovich
Honorary Doctor of Letters

May 1987
Edward W. Duffy '50
*Honorary Doctor of Humane
Letters*

May 1989
Dr. Henry DiSpirito
*Honorary Doctor of Humane
Letters*

May 1992
Thomas J. Cahill Jr. '49
*Honorary Doctor of Humane
Letters*

Richard Benedetto '65
*Honorary Doctor of Humane
Letters*

May 1993
Dr. Frank Lentriccia
*Honorary Doctor of Humane
Letters*

Walter D. Edmonds
*Honorary Doctor of Humane
Letters*

Dr. Marilyn Jacox '51
Honorary Doctor of Science

Dr. Eleanor Z. Baker '51
*Honorary Doctor of Humane
Letters*

May 1994
The Honorable Sherwood
Boehlert '61
Honorary Doctor of Laws

Dr. Prosper Igboeli '74
*Honorary Doctor of Humane
Letters*

May 1995
The Honorable Hugh R. Jones
Honorary Doctor of Laws

Dr. John Flagler '52
*Honorary Doctor of Humane
Letters*

Dr. Diane Doran '78
Honorary Doctor of Science

**UTICA COLLEGE
HONORARY DEGREES
(CONFERRED BY UTICA
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TRUSTEES)**
(Utica College Honorary Degrees)

1996
Dr. William Tolley
*Honorary Doctor of Humane
Letters*

Dr. Virgil Crisafulli
*Honorary Doctor of Humane
Letters*

Raymond Simon
*Honorary Doctor of Humane
Letters*

Dr. Emlyn I. Griffith
Honorary Doctor of Laws

May 1996
David F. D'Alessandro '72
Honorary Doctor of Laws

1997
Dr. Alfred Tector '59
Honorary Doctor of Science

May 1998
Elsie Shemin-Roth '50
*Honorary Doctor of Humane
Letters*
John Martin '59, Esq.
Honorary Doctor of Laws

May 1999
Theodore Martin '61
*Honorary Doctor of Commercial
Science*

May 2000
Jan Schlichtmann
*Honorary Doctor of Humane
Letters*

May 2001
Frank Deford
*Honorary Doctor of Humane
Letters*

F. Eugene Romano
Honorary Doctor of Laws

May 2002
Judith Viorst
Honorary Doctor of Letters

May 2003
Harold T. Clark Jr. '65
Honorary Doctor of Laws
George W. Haley
*Honorary Doctor of Humane
Letters*

May 2004
The Honorable Sherwood
Boehlert '61
Honorary Doctor of Laws

Joseph P. Furgal '50
*Honorary Doctor of Humane
Letters*

Charles A. Gaetano
Honorary Doctor of Laws

May 2005
Kate Oser
*Honorary Doctor of Humane
Letters*

May 2006
Mike Farrell
Honorary Doctor of Laws

Dr. Albert H. Shaheen '49
*Honorary Doctor of Humane
Letters*

May 2007
Colonel Eileen Collins
Honorary Doctor of Science

Dr. Sandro Sticca '57
*Honorary Doctor of Humane
Letters*

May 2008

Eugene R. Corasanti
Honorary Doctor of Laws

May 2010
Martin Biegelman
Doctor of Laws

Ray Suarez
Doctor of Letters

May 2011
Raymond Serway '59
Doctor of Science

April 2012
Leonard Pitts
Doctor of Humane Letters

May 2012
Malaak Compton-Rock
Doctor of Humane Letters

May 2013
Eugene Robinson
Doctor of Humane Letters

Nguyen Thi Quynh Lam
Doctor of Humane Letters

May 2014
Dominick "Don" Carbone
Doctor of Humane Letters

Doris Wester Miga
Doctor of Humane Letters

