UTICA UNIVERSITY

FLORIDA CATALOG

SUMMER 2022 - SPRING 2023

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Mission Statement

We empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

Values

Our mission rests upon a foundation of values that guide our decisions and actions:

Individual attention
Intellectual growth, creativity, and scholarship in the pursuit of knowledge
Innovative and relevant approaches to teaching and learning
Diversity of perspective, background, and experience in an equitable, respectful, and inclusive environment
Freedom of expression and civil discourse
Community engagement and service
Ethical behavior and integrity
Continuous pursuit of excellence

Vision

We will focus our innovative energy on inspiring learners to create a future beyond their imagining.

Our Academic Promise

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

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

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

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

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

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

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

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

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

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

Charter, Accreditation, and Licensure

The University is chartered by the Regents of The University of the State of New York under its corporate name, Utica University, and also is mentioned in Syracuse University's charter. Utica University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, (267) 284-5011, www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher education Accreditation (CHEA). Copies of accreditation reports are on file in the offices of the president and the provost and vice president for academic affairs.

The Utica University Board of Trustees sets policy for the institution and serves as the institution's legal owner and final authority.

Utica University is licensed by the Commission for Independent Education, Florida Department of Education, License No. 4919 (St. Petersburg) and 5896 (Miramar). Utica University Incorporated is registered with the Florida Department of State, Division of Corporations, to do business in Florida as a non-profit corporation. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684. Utica University President, Dr. Laura Casamento, is the administrator of all Utica University campuses. Students will be notified of any administrative changes.

Non-discrimination Policy

Utica University is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, gender identity, gender expression, veteran status, disability, AIDS, citizenship status, genetic predisposition, domestic violence victim 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 University programs, services, and activities.

The 504 ADA Compliance Officer for Utica University is Lisa Green, Vice President for Human Resources and Personnel Development (315-792-3276).

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

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

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

Utica University has designated two Military/Veterans Liaisons to direct the University's efforts to comply with the applicable law and regulations on behalf of veterans. The Veterans' Liaisons are: Mr. Craig Dewan, Registrar (315-792-3393), and Dr. Austen D. Givens, Assistant Professor of Cybersecurity (315-792-3753).

Disclaimer Statement

The online version of the Utica University Florida Catalog will be updated each Summer. The official publication date of this catalog is June 2022. It is the student's responsibility to know and follow current requirements and procedures at the department, school, and University levels.

The University 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. Students will be notified of any changes made at the institution.

Utica University does not guarantee employment or placement for its students or graduates.

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

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

Admission to Utica University

Utica University is a selective institution that seeks to enroll those students who will benefit from the opportunities and advantages of Utica's distinctly personalized college environment, and who will contribute to the intellectual, social, and cultural diversity of the University community.

Each applicant receives individual consideration. Prospective undergraduate students are required to submit a completed application, high school or college transcripts, a personal essay, an application fee or a request for fee waiver, and a letter of recommendation. SAT I or ACT scores are required only for freshmen applying to the physical therapy program, the occupational therapy program, the nursing program, Joint Health Professions and the Higher Education Opportunity program (HEOP). Individual major programs may require additional information. Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance including course of study, GPA, rank in class; cocurricular involvement; personal characteristics; writing ability; and the applicant's potential for academic and personal success at the University. Utica University values diversity on its campus and encourages applications from students of different heritages, beliefs, and backgrounds.

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

Admission Requirements

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

Due to the disruption caused by COVID-19 to higher education, any otherwise transferable coursework completed during the spring 2020 terms with a grade of Pass (P), Satisfactory (S), credit (CR), or similar mark of satisfactory completion will be accepted for transfer credit as well as admission requirements.

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing in a specific profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession's code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica University will result in denial of entry into a program or denial of continuation in a program. Certain programs may have admissions requirements over and above those for the University. Please refer to the program listing for any additional admissions requirements.

Please note that Utica University does not grant credit for prior learning or by examination for any of the nursing programs listed in this catalog.

About our Florida Facilities

Utica University's St. Petersburg campus is headquartered at 9400 4th Street North, St. Petersburg, FL 33702, (727) 475-6808. The St. Petersburg facility is designed as a training facility for nursing students. The St. Petersburg facility houses all teaching and learning facilities serving 200-300 students and a full-time staff of six to eight. This facility is approximately 12,000 sq. ft., housing two large classrooms, which double as computer laboratories, two large clinical skills laboratories, several smaller training rooms, general meeting areas, a student lounge, and administrative offices. The space, including the expansion space, is in the process of being fully renovated to accommodate the additional students and program expansion beyond nursing. The clinical laboratory spaces are modeled after the main-campus nursing laboratory.

Utica University's Miramar campus is headquartered at 3601 Southwest 160th Ave., Miramar, FL 33027, (754) 206-6048. The Miramar facility is designed as a training facility for nursing students. This facility houses all teaching and learning facilities serving 200-300 students and a full-time staff of six to eight. This facility is over 11,000 sq. ft., housing two large classrooms, which double as computer laboratories, and two large clinical skills laboratories, several smaller training rooms, general meeting areas, a student lounge, and administrative offices.

Programs of Study

Accelerated Bachelor of Science in Nursing (ABSN), B.S.

(Bachelor of Science Degree)

Admission Requirements

Because Utica's ABSN program in Florida only takes 16 months to complete, students need to meet certain criteria and have completed specific prerequisites to be eligible for the program.

Eligible applicants for the ABSN program must have one of the following academic backgrounds:

A non-nursing bachelor’s degree from a regionally accredited institution;
A conferred associate degree from a regionally accredited institution, or
A minimum of 65 credits from a regionally accredited college or university (at least 57 of these credits must be from a 4-year, regionally accredited college or university)

And the student must also satisfy the following academic requirements:

Have a minimum cumulative 2.8 GPA with 3.0 in the sciences (on a 4.0 scale)
60 credit hours in liberal arts courses, including prerequisites
Have a grade of “C” or better in General Pre-requisites (Statistics and Life Span Developmental Psychology)
Have an overall GPA of 3.0 or better in Natural Science pre-requisite courses (Anatomy & Physiology I with a Lab, Anatomy & Physiology II with a Lab, Chemistry with a Lab, and Microbiology with a Lab).

Note:

Science pre-requisites must be current, meaning they were taken within 10 years of the date of application
The lab must be connected to the lecture course (for the science prerequisites) and have a grade of “C” or better
Any course with a grade under a “C” must be re-taken through Utica University’s PREP program

At Utica University, the nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a bachelor's of science (B.S.) in nursing. This accelerated track is designed to provide education for generalist nursing roles. Students in this track must have completed all prerequisite courses prior to admission. Students will take the nursing courses outlined below in a hybrid delivery model. It is accelerated because the four semesters run consecutively with only small breaks between semesters.

Professional nurses are liberally educated practitioners who function as primary providers of health care services to individuals, families, groups, and communities. Nurses work collaboratively with physicians, social workers, therapists, and other health professionals. Graduates of the program have opportunities in a variety of settings including acute care, community agencies, home care, and schools. All students enrolled in clinical courses must hold current certification in CPR, Basic Life Support, have health and liability insurance, and meet the health requirements of the respective agencies. Transportation is the responsibility of the student. Details about these requirements are available from the program office.

The nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

The program delivery is a hybrid format of online didactic delivery and hands-on clinical and skills lab instruction. Didactic courses include interactive exercises that can be finished at a location and time convenient to students with an Internet connection, and repeated as often as necessary. The Canvas learning management system allows for primarily asynchronous delivery of the curriculum, with additional features to allow for synchronous communication between staff, faculty, and students. A new student orientation is delivered at the start of the first semester and includes a training session to the learning management

system. For didactic courses, students are assessed through proctored exams and written coursework. Students are assessed and evaluated separately for skills lab and clinical activities by expert instructors on-site.

Students are provided additional learning resources such as access to the Utica online library and links to scholarly articles and video demonstration.

Hardware and software requirements are loaded into the introduction pages of every course, but can also be found through Canvas Guides online at the following website (http://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support). Technical support to both faculty and students is provided through 24/7 support services via phone, email, or online ticket submissions.

The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

Graduates from this program will be able to:

Upon successful completion of the Utica University ABSN program, the graduate will have received extensive training in the following areas:

Liberal Education Foundation: Assimilate theories and concepts from liberal education into generalist nursing practice.
Leadership: Practice leadership concepts to deliver high quality health care.
Professional Behavior: Incorporate professional standards of moral, ethical, and legal conduct into practice.
Clinical Competence: Provide safe, competent entry-level care across the life span.

Special Requirements

The faculty at Utica University strive to provide a successful educational experience for every student. Each student is required to meet the following criteria in order to remain in the Nursing Program:

The student must:

Achieve and maintain a minimum 2.8 cumulative G.P.A. throughout the entire nursing program.
Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.
Adhere to established course sequence in nursing major.
Adhere to Utica University academic rules and regulations.

It is the responsibility of the student to check Banner and make sure all requirements are met and posted. This is a full-time program. Students can only attend part-time when they are on an approved, modified schedule.

Retention Criteria

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived. Program courses are listed and scheduled in semester sequence, thus making them pre-requisites for successive semesters.
2. A minimum grade of C+ (77%) will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Students who are placed on academic probation by the University will be suspended or requested to withdraw from the nursing major.
4. Grading Policy for NUR 321, NUR 371, NUR 421, and NUR 471:
   To achieve a passing grade, the student must meet the following criteria:
   1. Exam grade of 77% or higher based on weighted average of unit exams and final exam.

    2. Course grade of 77% or higher based on when all theory components are added to the exam grade.
    3. Successfully pass clinical as outlined in the clinical evaluation measurement tool.
    4. Successfully pass lab (NUR 321 and NUR 371) as outlined in the lab packet.
5. Students must successfully complete all of the nursing courses in a semester before moving on to the next semester of courses.
6. Students must adhere to established course sequence in nursing major.
7. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the ABSN program and the University. Expected behaviors include but are not limited to:
    1. Attend all labs, exams and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to lab/exam/clinical.
    2. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
    3. Complete all assignments according to the time frame posted in the syllabus.
    4. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
    5. Demonstrate honesty and integrity in all academic and clinical settings.
    6. Contribute to the educational growth of self and fellow students.
    7. Wear appropriate attire for course as identified by the syllabus, faculty, or organizational partners.

Rules and Regulations Pertaining to ABSN Clinical Experiences

Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:
    1. Coming to clinical under the influence of alcohol or illegal drugs.
    2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
    1. Error in medication administration.
    2. Administration of a medication without having knowledge of the drug.
    3. Inaccurate recording or failure to record medication administration.
    4. Error in administration of intravenous fluids.
    5. Failure to report changes in patient's condition.
    6. Failure to seek supervision when necessary.
    7. Failure to report and document nursing care.
    8. Compromising patient care by inadequate preparation for clinical experience.
    9. Breach of confidentiality.
    10. Neglecting personal safety.
    11. Creating or causing personal safety hazards.
    12. Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:

1. Inform the student immediately of the unsafe act.
2. Provide the student with written documentation concerning the unsafe act.
3. Review the incident and counsel the student, recommending remediation as needed.
4. Place copy of incident report in student's academic file.
5. Follow the policy for reporting an incident as required by the clinical agency or institution.

Credit Requirements for Accelerated Bachelor of Science in Nursing (ABSN)

Total hours required for degree: 127 Credit Hours, including Transfer Credits: 43 - 65 Credit Hours

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits (half of the program). The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

Major Course Requirements (Pre-Licensure Baccalaureate)

NUR 311 - Socialization to Professional Nursing (3)
NUR 312 - Leadership and Informatics in Professional Nursing (3)
NUR 321 - Foundations for Nursing Care (4)
NUR 326 - Health Assessment (3)
NUR 332 - Pathophysiology (3)
NUR 333 - Pharmacology (3)
NUR 346 - Care of Populations and Communities (3)
NUR 365 - Care of the Obstetric Population (3)
NUR 366 - Care of the Aging Population (3)
NUR 371 - Medical/Surgical Nursing Care I (5)
NUR 411 - Health Policy Management in Professional Nursing (2)
NUR 412 - Trends in Professional Nursing (5)
NUR 421 - Medical/ Surgical Nursing Care II (4)
NUR 423 - Senior Nursing Care Seminar Lab I (1)
NUR 444 - Care of Populations with Psychiatric Concerns (3)
NUR 445 – Introduction to Research Methods and Design (3)
NUR 446 - Care of the Pediatric Population (3)
NUR 465 - End-of-Life and Palliative Care Practice (2)
NUR 471 - Advanced Medical/ Surgical Nursing (5)
NUR 473 - Senior Nursing Care Seminar Lab II (1)

62 Credit Hours

ABSN Major Related Requirements

BIO 101 – Anatomy & Physiology I with Lab (4)
or
BIO 131 – Online Anatomy & Physiology I with Lab (4)
BIO 102 – Anatomy & Physiology II with Lab (4)
or
BIO 132 – Online Anatomy & Physiology II with Lab (4)
BIO 203 – Microbiology (4)
or

BIO 204 – Basic Microbiology for Health Care Professionals with Lab (4)
CHE 118 – Chemistry for Nursing Professionals with Lab (4)
or
CHE 211 – General Chemistry I with Lab (4)
HLS 245 – Human Development Across the Life Span (3)
or
PSY 223 – Life Span Developmental Psychology (3)
MAT 112 – Basic Statistics (3)
or
SOC 211 – Statistics in the Behavioral Sciences (3)

22 Credit Hours

Accounting, B.B.A.

(Bachelor of Business Administration Degree)

The BBA in Accounting degree prepares graduates for competent and responsible participation in business and society. This program offers a variety of contemporary business courses intended to provide a well-rounded foundation in the various aspects of operating a business in today's competitive business climate. Accounting is the language of business. Business firms, not-for-profit organizations, and government agencies all rely on accountants to prepare, communicate, and interpret financial statements and other information to enhance managerial decision-making and to comply with laws and regulations. This degree prepares students for the CPA credential and in combination with any of Utica University's graduate accounting and business programs will enable students to complete the 150-credit hour requirement and be academically eligible for the CPA credential in most states. Graduates are prepared for entry-level positions in public accounting, business firms, not-for-profit organizations, and governmental agencies.

Graduates from this program will be able to:

Understand the structure of an organization and processes for managing them.
Identify and interpret legal and ethical issues in the global business environment.
Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
Solve business and organizational problems using analytical and critical thinking skills.
Apply rudimentary concepts from the management of technology discipline to people, process and technology management challenges in a modern organization.
Recognize the impact of the global and multicultural environment in managing a business.
Employ oral communication skills to influence a professional audience.
Demonstrate proficiency in written communications across multiple platforms and purposes.

Program Level Accounting Learning Goals:

Prepare financial statements and interpret financial statement information to improve managerial decision-making.
Evaluate accounting and non-accounting information to make effective decisions within an organization.
Utilize primary tax research sources to apply tax laws to situations impacting U.S. taxpayers in order to comply with applicable regulations and provide tax planning advice.
Explain attestation and demonstrate an understanding of the concepts and processes involved in performing an audit.

Credit Requirements for B.B.A. in Accounting

Total hours required for degree: 121 Credit Hours, including transfer credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CSC 117 – Microcomputers and Application Software (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 143 – Mathematical Analysis for Business and Economics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
POL 161 – Introduction to International Politics (3)
SOC 151 – Introduction to Sociology (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

ACC 201 – Financial Accounting (3)
ACC 202 – Managerial Accounting (3)
BUL 301 – The Legal Environment of Business (3)
CRJ 335 – Cybercrime Law and Investigations (3)
ECN 131 – Principles of Microeconomics (3)
ECN 141 – Principles of Macroeconomics (3)
ECN 241 – Statistics (3)
ENG 296 – American Writers from 1865 to the Present (3)
FIN 333 – Corporate Finance (3)
FIN 343 – Money and Banking (3)
MGT 101 – Introduction to Contemporary Business (3)
MGT 201 – Principles of Organization and Management (3)
MGT 325 – Management of Technology (3)
MGT 345 – Communication in Action (3)
MGT 428 – Strategic Management and Leadership (3)
MKT 211 – Principles of Marketing (3)
RMI 273 – Introduction to Risk Management Insurance (3)

51 Credit Hours

Major-Related Requirements*

ACC 301 – Intermediate Accounting I (3)
ACC 302 – Intermediate Accounting II (3)
ACC 307 – Accounting Information Systems (3)
ACC 333 – Cost Management (3)
ACC 344 – Income Tax Accounting (3)
ACC 403 – Accounting for Multinational Business (3)
ACC 411 – Auditing (3)
BUL 302 – Law of Business Organizations (3)

* Students must meet any identified course prerequisite requirements. Utica University does not guarantee the availability or scheduling for any specific course(s).

24 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree.

Business Administration, B.B.A.

(Bachelor of Business Administration Degree)

The B.B.A. in Business Administration degree prepares graduates for competent and responsible participation in business and society. This program offers a variety of contemporary business courses intended to provide a well-rounded foundation in the various aspects of operating a business in today's competitive business climate. The courses provide students with the knowledge needed to adapt to the complex and constantly changing business environment. Areas of study include foundational business concepts and high-demand specialized business content such as, the globalization of our economy, advances in technology, leadership, and data analysis and management.

Graduates from this program will be able to:

Understand the structure of an organization and processes for managing them.
Identify and interpret legal and ethical issues in the global business environment.
Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
Solve business and organizational problems using analytical and critical thinking skills.
Apply rudimentary concepts from the management of technology discipline to people, process and technology management challenges in a modern organization.
Recognize the impact of the global and multicultural environment in managing a business.
Employ oral communication skills to influence a professional audience.
Demonstrate proficiency in written communications across multiple platforms and purposes.

Credit Requirements for B.B.A. in Business Administration

Total hours required for degree: 121 Credit Hours, including transfer credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CSC 117 – Microcomputers and Application Software (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 143 – Mathematical Analysis for Business and Economics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
POL 161 – Introduction to International Politics (3)
SOC 151 – Introduction to Sociology (3)

SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

(includes 12 credits in Liberal Arts: ECN 131, ECN 141, ECN 241, and MAT 143)

ACC 201 – Financial Accounting (3)
ACC 202 – Managerial Accounting (3)
BUL 301 – The Legal Environment of Business (3)
CRJ 335 – Cybercrime Law and Investigations (3)
ECN 131 – Principles of Microeconomics (3)
ECN 141 – Principles of Macroeconomics (3)
ECN 241 – Statistics (3)
ENG 296 – American Writers from 1865 to the Present (3)
FIN 333 – Corporate Finance (3)
FIN 343 – Money and Banking (3)
MGT 101 – Introduction to Contemporary Business (3)
MGT 201 – Principles of Organization and Management (3)
MGT 325 – Management of Technology (3)
MGT 345 – Communication in Action (3)
MGT 428 – Strategic Management and Leadership (3)
MKT 211 – Principles of Marketing (3)
RMI 273 – Introduction to Risk Management Insurance (3)

51 Credit Hours

Major-Related Requirements

BUS 517 – Fundamental Models and Concepts (3)
CYB 333 – Information Security (3)

** Students must have at least 90 credits and program director permission to take any 500-level course.

6 Credit Hours

College Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree.

18 Credit Hours

Criminal Intelligence Analysis, B.S.

(Bachelor of Science Degree)

The Criminal Intelligence Analysis program prepares students for successful careers in the data-driven, evidence-based field of criminal justice. Criminal intelligence involves the analysis and presentation of crime data with the intent of guiding decision-making and public policy. Quantitative and qualitative, evidence pertaining to crime is a significant component of the modern criminal justice professional's job. Locating, assessing, analyzing, and presenting data; using technology effectively; and employing critical thinking skills thus emerge as vital skills for graduates of contemporary criminal justice and related higher education programs. A series of hands-on courses prepare students to use social networking, geospatial, and other data analysis

tool. The program is designed to produce students qualified to work as crime analysts and hold similar intelligence analysis positions in local, state, regional, national, and international public and private agencies.

Graduates from this program will be able to:

Chart the history and context of crime analysis within the field of criminal justice, including how crime analysis is linked to criminal justice operations and which agencies are involved in the U.S. intelligence community.
Apply criminological theories to the explanation and prediction of past, present, and potential future criminal activity.
Identify and locate relevant and credible information using multiple collection platforms: human, signals, geospatial, financial, measurement and signatures, and open-source.
Manipulate and analyze data using multiple collection platforms and a variety of quantitative and qualitative approaches for tactical, strategic, operational, and administrative purposes.
Distinguish between and critically evaluate defensive and offensive counterintelligence tactics for protecting information and intelligence.
Outline and describe strategies for intelligence management, particularly how to organize and process information and how to store intelligence.
Enumerate and discuss relevant ethical and legal regulations pertaining to the use of information and intelligence in criminal justice contexts.
Produce accurate, clear, and concise intelligence written and oral reports that recommend actionable steps based on collection and analysis of relevant information.

Credit Requirements for Bachelor of Science in Criminal Intelligence Analysis

Total hours required for degree: 121 Credit Hours, including Transfer Credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
SOC 151 – Introduction to Sociology (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

CRJ 101 – Seminar in Justice Studies (1)
CRJ 103 – Introduction to Criminal Justice (3)
CRJ 208 – Ethics in Criminal Justice (3)

CRJ 212 – Policing Theory and Practice (3)
CRJ 222 – Criminal Justice Communications (3)
CRJ 307 – Homeland Security and Counter Terrorism (3)
CRJ 313 – Corruption and Organized Crime (3)
CRJ 314 – Modern Techniques in Crime Investigation (3)
CRJ 327 – Assessing Evidence in Criminal Justice (3)
CRJ 334 – Economic Crime Investigation (3)
CRJ 358 – Introduction to Intelligence Studies (3)
CRJ 384 – Data Analysis in Criminal Justice (3)
CRJ 461 – Proseminar in Justice Studies (3)
CYB 228 – Cyber Technology for Criminal Justice (3)
CYB 355 – Cybercrime Investigations and Forensics I (3)
CRJ 470 – Criminal Justice – Internship (6 to 15)
or
CRJ 475 – Senior Project (3)

46 Credit Hours

Major-Related Requirements

MAT 112 – Basic Statistics (3)
JLM 371 – Data and Story (3)
SOC 274 – Criminology (3)
SOC 376 – Criminology Research Methods (3)

12 Credit Hours

College Electives

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

Criminal Justice, B.S.

(Bachelor of Science Degree)

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

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

Graduates from this program will be able to:

Integrate key criminal justice and criminological concepts, processes, and issues, including landmark cases, technology, data and skills within reality-based criminal justice scenarios.

Demonstrate competence, professionalism, and ethics with regard to diversity in the criminal justice system and the communities it serves.

Evaluate theory, data, and other evidence to inform criminal justice policy and practice.

Communicate effectively, both orally and in writing, about crime and the criminal justice system, demonstrating critical thinking and statistical literacy.

Credit Requirements for Bachelor of Science in Criminal Justice

Total hours required for degree: 120 Credit Hours, including Transfer Credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

43 Credit Hours

Major Course Requirements

CRJ 101 – Seminar in Justice Studies (1)
CRJ 103 – Introduction to Criminal Justice (3)
CRJ 208 – Ethics in Criminal Justice (3)

CRJ 222 – Criminal Justice Communications (3)
CRJ 274 – Theory- and Evidence-Based Crime Policy (3)
CRJ 378 – Research Methods and Data Analysis in Criminal Justice (3)
CRJ 382 – Administrative Issues in Criminal Justice (3)
CRJ 426 – Race, Ethnicity, and Criminal (In)Justice? (3)
CRJ 461 – Proseminar in Justice Studies (3)

Select four (4):

CRJ 212 – Policing Theory and Practice (3)
CRJ 221 – Issues in Juvenile Justice (3)
CRJ 224 – Corrections Theory and Practice (3)
CRJ 232 – Economic Crime Theory (3)
CRJ 235 – Courts Theory and Practice (3)
CRJ 250 – Community Corrections and Sentencing Alternatives (3)
CRJ 303 – Policing Communities (3)
CRJ 305 – Terrorism (3)
CRJ 307 – Homeland Security and Counter Terrorism (3)
CRJ 311 – Emergency Management (3)
CRJ 313 – Corruption and Organized Crime (3)
CRJ 321 – White-Collar Criminology (3)
CRJ 324 – Violence in the Workplace (3)
CRJ 351 – International Criminal Justice: Issues and Comparisons (3)

Select three (3):

CRJ 314 – Modern Techniques in Crime Investigations (3)
CRJ 334 – Economic Crime Investigation (3)
CRJ 335 – Cybercrime Law and Investigations (3)
CRJ 347 – Fraud Prevention and Detection Technologies (3)

Select one (1):

CRJ 327 – Assessing Evidence in Criminal Justice (3)
CRJ 358 – Introduction to Intelligence Studies (3)
CRJ 373 – Data Intelligence (3)

Select one (1):

CRJ 342 – Law and Justice (3)
POL 341 – Jurisprudence of the Criminal Law (3)

Select one (1):

CRJ 470 – Criminal Justice – Internship (6 to 15)
CRJ 475 – Senior Project (Permission of Advisor required) (3)

55 Credit Hours

Major Related Requirements

Select one (1):

MAT 112 – Basic Statistics (3)
SOC 211 – Statistics in the Behavioral Sciences (3)
ECN 241 – Statistics (3)

Select one (1):

CSC 217 – Computer Programming for Business Applications (3)
CYB 107 – Computer Hardware and Peripherals (3)
CYB 228 – Cyber Technology for Criminal Justice (3)

6 Credit Hours

College Electives

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

Cybersecurity, B.S.

(Bachelor of Science Degree)

The assurance of information during transmission or while in storage and the security of critical information infrastructures are a major responsibility of government and the private sector. Securing computers and computer networks, and conducting investigations of cybercrimes and forensic analysis of digital devices are principal methods of securing cyberspace. Through a multidisciplinary approach integrating criminology, criminal justice, economic crime, and computer science, students will be prepared for entry-level positions either in cybercrime investigation and computer forensics or the security of information stored in or transmitted by computers and computer networks.

Graduates from this program will be able to:

Identify the main stages of the criminal justice process and the agencies responsible for administering justice.
Classify the principles of Cybersecurity.
Demonstrate critical thinking, research and writing skills related to cybersecurity.
Discuss technical, legal, ethical, social, and cultural aspects of cybersecurity.
Classify the principles of cybersecurity.
Investigate network-based crimes and intrusions.

Credit Requirements for Bachelor of Science in Cybersecurity

Total hours required for degree: 120 Credit Hours, including Transfer Credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
SOC 151 – Introduction to Sociology (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

43 Credit Hours

Major Course Requirements

CRJ 101 – Seminar in Justice Studies (1)
CRJ 103 – Introduction to Criminal Justice (3)
CYB 333 – Information Security (3)
CYB 362 – Information System Threats, Attacks, and Defense (3)
CYB 107 – Computer Hardware and Peripherals (3)
or
CYB 228 – Cyber Technology for Criminal Justice (3)
CYB 205 – Software Foundations for Cybersecurity (3)
or
CSC 207 – Linux for Security and Forensics (3)
CYB 335 – Cybercrime Law and Investigations (3)
or
POL 341 – Jurisprudence of the Criminal Law (3)

Professional Development

CRJ 461 – Proseminar in Justice Studies (3)
CRJ 470 – Criminal Justice – Internship (6 to 15)
or
CRJ 475 – Senior Project (3)

25 Credit Hours

Major-Related Requirements

PHI 108 – Professional Ethics (3)
SOC 274 – Criminology (3)
SOC 376 – Criminological Research Methods (3)
MAT 112 – Basic Statistics (3)
MAT 147 – Mathematics for Cyber Security (3)

15 Credit Hours

Major Specializations
(Choose one)

Cybercrime and Fraud Investigation

CRJ 347 – Fraud Prevention and Detection Technologies (3)
CRJ 354 – Payment Systems and Fraud (3)
CYB 355 – Cybercrime Investigations and Forensics I (3)
CYB 356 – Cybercrime Investigations and Forensics II (3)
CYB 455 – Cybercrime Investigations and Forensics III (3)
CRJ 232 – Economic Crime Theory (3)
or
CRJ 321 – White-Collar Criminology (3)
CYB 338 – Applied Cryptography (3)
or
CYB 348 – Information Assurance Risk and Compliance (3)

Cyber Operations

CSC 101 – Computer Science I (3)
CYB 201 – Introduction to Cyber Operations (3)
CYB 338 – Applied Cryptography (3)
CYB 438 – System Vulnerability Assessment (3)
CYB 439 – Introduction to Malware Analysis (3)
CSC 323 – Introduction to Networks (3)
or
CYB 337 – Computer Network Investigations (3)

Information Assurance

CSC 101 – Computer Science I (3)
CSC 201 – Discrete Mathematics (4)
CSC 225 – Introduction to the UNIX Operating System (3)
CSC 316 – Object-Oriented Programming (3)
CYB 348 – Information Assurance Risk and Compliance (3)
CYB 438 – System Vulnerability Assessment (3)
CSC 323 – Introduction to Networks (3)
CYB 337 – Computer Network Investigations (3)

Network Forensics and Incident Response

CSC 101 – Computer Science I (3)
CYB 355 – Cybercrime Investigations and Forensics I (3)
CYB 356 – Cybercrime Investigations and Forensics II (3)
CYB 435 – Mobile Device Forensics (3)
CYB 445 – Incident Response and Forensic Investigations (3)
CYB 455 – Cybercrime Investigations and Forensics III (3)
CYB 457 – Network Forensics (3)

21 Credit Hours

College Electives

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

Direct Entry Master of Science in Nursing, M.S.

(Master of Science Degree)

The Direct Entry MSN (DEMSN) prepares second degree graduates for licensure as Registered Professional Nurses and prepares students to choose a path to a second specialty master's degree or advanced certificate.

Admission Requirements

Institutional Requirements:

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 students whose native language is not English a minimum IELTS score of 6.5 or a TOEFL score of 550 on the paper-based examination; a minimum TOEFL score of 213 on the computer-based examination; 79 on the internet-based examination (minimum of 25 on the speaking portion) is required. All students whose native or first language is not English will be required to take an English proficiency examination regardless of their TOEFL or IELTS score.

Program-Specific Requirements:

1. Baccalaureate degree in a discipline outside of nursing
2. Cumulative GPA of 3.0 or higher and a GPA of 3.2 or higher across the science courses listed below
3. A grade of B or higher in each prerequisite course
4. A statement of 500 words: The statement of interest must include well-constructed responses to the following:

    Describe how your life experiences have prepared you for future education in the role which is the focus of your desired track.

    Describe your plans to alter your work, professional and /or personal obligations in order to have the time needed to successfully complete courses and clinical work.

    Identify one significant contemporary issue/problem in the current US healthcare system and discuss how members of the nursing discipline can help address/solve the issue/problem.

Required prerequisite courses (must be completed within the past 6 years):

Science Courses:

Human Anatomy & Physiology I with Lab (4 credits)
Human Anatomy & Physiology II with Lab (4 credits)
Chemistry with Lab (4 credits)
Microbiology with Lab (4 credits)

Other Courses:

Statistics (3 credits)
Developmental Psychology (Human Development Across the Lifespan) (3 credits)

Graduates from this program will be able to:

1. Integrate the arts and sciences with nursing science to inform clinical judgement and personal and professional development in advanced generalist nursing practice.
2. Facilitate safe, evidence-based, ethical, and compassionate person-centered patient care to achieve quality health outcomes with diverse patients, situations, settings, and communities.
3. Engage in intra and interprofessional collaboration, critical reflection, and innovation to promote lifelong learning, continual improvement, and inform policy.
4. Demonstrate knowledge of current information and health care technologies and their application to advanced generalist practice.

Rules and Regulations Pertaining to DEMSN Clinical Experiences

Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:
    1. Coming to clinical under the influence of alcohol or illegal drugs.
    2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
    1. Error in medication administration.
    2. Administration of a medication without having knowledge of the drug.
    3. Inaccurate recording or failure to record medication administration.
    4. Error in administration of intravenous fluids.
    5. Failure to report changes in patient's condition.
    6. Failure to seek supervision when necessary.
    7. Failure to report and document nursing care.
    8. Compromising patient care by inadequate preparation for clinical experience.
    9. Breach of confidentiality.
    10. Neglecting personal safety.
    11. Creating or causing personal safety hazards.
    12. Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:

1. Inform the student immediately of the unsafe act.
2. Provide the student with written documentation concerning the unsafe act.
3. Review the incident and counsel the student, recommending remediation as needed.
4. Place copy of incident report in student's academic file.
5. Follow the policy for reporting an incident as required by the clinical agency or institution.

Major Course Requirements:

IPE 504 - Interprofessional Practice and Leadership (1)
IPE 505 - Interprofessional Educational Experience (1)
NUR 311 - Socialization to Professional Nursing (3)
NUR 321 - Foundations for Nursing Care (4)
NUR 346 - Care of Populations and Communities (3)
NUR 365 - Care of the Obstetric Population (3)
NUR 366 - Care of the Aging Population (3)
NUR 371 - Medical/Surgical Nursing Care I (5)
NUR 421 - Medical/Surgical Nursing Care II (4)
NUR 423 - Senior Nursing Care Seminar Lab I (1)
NUR 444 - Care of Populations with Psychiatric Concerns (3)
NUR 446 - Care of the Pediatric Population (3)
NUR 465 - End-of-Life and Palliative Care Practice (2)
NUR 471 - Advanced Medical/Surgical Nursing (6)
NUR 503 - Health Promotion and Equity Across the Lifespan (3)

NUR 504 - Pathophysiology for the Advanced Generalist (3)
NUR 509 - Scholarly Inquiry and Evidence-Based Practice (3)
NUR 511 - Health Assessment for the Advanced Generalist (3)
NUR 512 - Leadership Development in Professional Nursing (3)
NUR 515 - Pharmacology for the Advanced Generalist (3)
NUR 603 - Quality Improvement & Safety in Health Care (3)
NUR 606 - Healthcare Informatics (3)
NUR 610 - Nursing Capstone Project Seminar (2)
NUR 613 - Health Policy and Advocacy (2)
NUR 620 - Nursing Capstone Project Seminar II (2)
NUR 626 - Transition to Professional Nursing Practice (6)
NUR 635 - Global Health, Equity, and Responsibility of the Nursing Profession (3)

81 Credit Hours

Family Nurse Practitioner, M.S.

(Masters of Science Degree)

The Family Nurse Practitioner, M.S. program prepares advanced practice nurses to provide primary care to individuals across the lifespan and in a variety of settings.

Admission Requirements

All program applicants must have:

An unencumbered RN license in the state in which you reside
A bachelor's degree in nursing from a nationally accredited baccalaureate nursing program (CCNE, ACEN, etc.) with a GPA of 3.0 or higher (faculty review if under 3.0)
2000 hours of work experience in nursing (verified by your HR department) NOTE: 2,000 clock hours is roughly equivalent to 1 year of full-time work or 2 years of half-time work
Completed a statistics course with a grade of "C" or higher. If the student has a grade between a "C" and a "B," they need to take the Stats module via Peregrine.
A 300-level or above baccalaureate level health assessment course with a grade of "B*" or higher (must be TES equivalent to Utica University's health assessment course).
Two letters of recommendation (a faculty recommendation preferred and/or a peer with RN or higher or a supervisor)
A statement of 500 words or less that demonstrates effective writing ability, analytic skill, and knowledge of the advanced practice nurse's role.

Graduates from this program will be able to:

Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
Incorporate current technologies to augment professional practice and scholarship.
Employ analytic and diagnostic reasoning skills in the promotion of health, reduction of risk, and management of illness with diverse patient populations.
Demonstrate interprofessional collaboration, ethical principles, and leadership through political and policy endeavors to enhance safety, quality, health care processes, and delivery systems.
Illustrate effective communication and collaboration during patient and family interaction and coordination of care services.

Credit Requirements for Masters of Science in Family Nurse Practitioner:

Total hours required for degree: 48 Credit Hours

Major Course Requirements

NUR 588 – Organizational Leadership & Role Development of the Advanced Practice Nurse (3)
NUR 603 – Quality Improvement & Safety in Health Care (3)
NUR 604 – Advanced Pathophysiology (3)
NUR 608 – Epidemiology & Population Health (3)
NUR 609 – Nursing Research & Evidence-Based Practice (3)
NUR 611 – Advanced Health Assessment & Diagnostic Reasoning I (3)
NUR 612 – Advanced Health Assessment & Diagnostic Reasoning II (2)
NUR 613 – Health Policy & Advocacy (2)
NUR 614 – Statistical Analysis & Scholarly Inquiry (3)
NUR 615 – Advanced Pharmacology I (3)
NUR 616 – Advanced Pharmacology II (2)
NUR 621 – Health Promotion & Primary Care I (Theory: 2.5, Practicum: 2.5)
NUR 622 – Health Promotion & Primary Care II (Theory: 2.5, Practicum: 2.5)
NUR 625 – Health Promotion & Primary Care III (Theory: 3, Practicum: 3)
NUR 634 – Nurse Practitioner Culminating Seminar (2)
NUR 995 – Nurse Practitioner Skills Residency - Immersion Weekend (0)

48 Credit Hours
Includes 720 Practicum Hours (1 credit = 90 practicum hours)

Graduate Nursing Grading Policy

Graduate students must maintain a minimum of an 84 weighted average on their exams- exclusive of their graded assignments to pass the course. In addition, if the 84 overall course grade cut point is not met, the grade recorded on the transcript will the earned exam grade. Students must earn a grade of B or better in all of the core courses, and in all of the separate but linked courses (separate but linked courses cover related content in two settings: mastery of didactic knowledge in the academic setting; application of didactic knowledge to practice in clinical settings). Both separate but linked courses must be passed with a satisfactory grade (B). If a student fails either of the two courses, they must retake both courses. (If a student receives 83.5 or higher on the exam average, and/or final grade, the grade would be rounded up to 84.) Student grades .5 or higher will be rounded up to the next whole number; this grading rule applies to both final exam grades, and final grades).

This policy is specific to the following courses: NUR 612, NUR 616, NUR 621, NUR 622, NUR 625, NUR 634

Retention Criteria

A letter of academic notice will be issued to any student who receives a grade of B- and has 12 or fewer attempted credit hours. A copy of any letter of warning will go to the student's advisor but the notice will not be noted on the student's transcript.

A letter of warning will be issued to any student who earns a grade of "C" at any time.

A letter of probation will be issued to any student who meets the following criteria:

GPA of less than a 3.0 after 6 attempted credit hours
2 grades of C
1 grade of F
1 grade of WF

If a student receives an F or WF 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. If the course is not required for the program or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who meets one or more of the following criteria:

GPA of below a 3.0 after 18 attempted credit hours
3 grades of C
2 grades of C and 1 grade of F
2 grades of F
A grade below a B in any course in which that student previously earned an F

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 University.

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

Note: All the steps outlined in this policy may not happen to a student. It is possible for a student to be dismissed without warning or probation if that student meets the requirement for dismissal.

* Students who are dismissed and wish to return, at any point, must submit an appeal to the Academic Standards Committee by emailing ogs@utica.edu.

Fraud and Financial Crime Investigation, B.S.

(Bachelor of Science Degree)

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

Credit Requirements for Bachelor of Science in Fraud and Financial Crime Investigation

Total hours required for degree: 120 Credit Hours, including Transfer Credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

Graduates from this program will be able to:

Identify the primary components of economic crime detection, investigation and prevention.
Understand and discuss criminology theories explaining the causation of economic and white-collar crime.
Understand and discuss accounting principles as they apply to fraud examinations and investigations.
Identify the key economic crime and criminal typologies as they apply to characteristics of specific economic crime acts.
Prepare an original empirical research project contributing to the body of knowledge of a select component of financial investigation, public official corruption or white-collar crime.
Apply criminal law and regulations related to fraud in public and private sector organizations.

Understand and discuss the impact of the development and implementation of private and public sector ethics programs on the prevention of economic crime.
Understand and explain the role of technological advances on the field of economic crime investigation.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry I with Lab (4)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
SOC 151 – Introduction to Sociology (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

CRJ 101 – Seminar in Justice Studies (1)
CRJ 103 – Introduction to Criminal Justice (3)
CRJ 232 – Economic Crime Theory (3)
CRJ 334 – Economic Crime Investigation (3)
CRJ 335 – Cybercrime Law and Investigations (3)
CRJ 336 – Information Privacy (3)
CRJ 343 – Law of Economic Crime (3)
CRJ 461 – Proseminar in Justice Studies (3)
CRJ 470 – Criminal Justice – Internship (6 to 15)
or
CRJ 475 – Senior Project (3)

25 Credit Hours

Major-Related Requirements

ACC 201 – Financial Accounting (3)
ECN 131 – Principles of Microeconomics (3)
MAT 112 – Basic Statistics (3)
POL 341 – Jurisprudence of the Criminal Law (3)
SOC 274 – Criminology (3)
SOC 376 – Criminological Research Methods (3)

18 Credit Hours

Select one Major Concentration

Major Concentration 1: Financial Investigation

ACC 202 – Managerial Accounting (3)
ACC 301 – Intermediate Accounting I (3)
ACC 302 – Intermediate Accounting II (3)
ACC 406 – Forensic Accounting & Fraud Auditing (3)
ACC 411 – Auditing (3)
or
ACC 333 – Cost Management (3)
FIN 333 – Corporate Finance (3)

18 Credit Hours

Major Concentration 2: Fraud Prevention and Detection

CRJ 347 – Fraud Prevention and Detection Techniques (3)
CRJ 353 – Fraud Prevention Techniques (3)
CRJ 354 – Payment Systems and Fraud (3)
CRJ 365 – Advanced Issues in Economic Crime (3)
CRJ 444 – Fraud and Compliance Operations (3)

Select one of the following Concentration Electives for Fraud Prevention and Detection Concentration:

CRJ 313 – Corruption and Organized Crime (3)
CRJ 314 – Modern Techniques in Crime Investigation (3)
ECN 343 – Money and Banking (3)
RMI 273 – Introduction to Risk Management and Insurance (3)
PHI 108 – Professional Ethics (3)

18 Credit Hours

College Electives

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

Health Sciences, B.S.

(Bachelor of Science Degree)

The major in Health Sciences provides an understanding of health issues in the context of a liberal arts background and is designed to prepare students for entry into a health or health-related profession. Students who graduate from this program undertake graduate work in a health or health-related field, or seek employment in the healthcare or other related field. This degree does not lead to a professional credential or prepare for licensure.

Graduates from this program will be able to:

Demonstrate knowledge and preparedness for well-rounded and diverse roles in varied healthcare fields.
Communicate ethically and responsibly with diverse disciplines in the healthcare field.
Apply the concepts of health and wellness as they pertain to individuals with and without medical conditions.

Interpret quantitative and qualitative research to foster critical thinking and inform evidence-based practice.

Credit Requirements for Bachelor of Science in Health Sciences

Total hours required for degree: 122-129 Credit Hours (based on selected minor), including Transfer Credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CMM 101 – Interpersonal Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
HIS 165 – Europe and the World (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
POL 101 – Introduction to Politics and American Government (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

36 Credit Hours

Major Course Requirements

ANT 415 – Cultures, Health, & Healing (3)
BIO 105 – Fundamentals of Biology (4)
BIO 131 – Online Anatomy & Physiology I (4)
BIO 132 – Online Anatomy & Physiology II (4)
BIO 214 – Biology of Aging (3)
CHE 118 – Chemistry for Nursing Professionals (4)
HLS 103 – Introduction to Health and Health Related Professions (3)
HLS 245 – Human Development Across the Life Span (3)
HLS 301 – Introduction to Healthcare Advocacy and Navigation (3)
HLS 309 – Medical Conditions and Implications (3)
HLS 313 – Physical Health & Wellness (3)
HLS 401 – Senior Seminar (3)
HLS 445 – Clinical Research (3)
IPE 102 – Introduction to Interprofessional Education (1)
MAT 112 – Basic Statistics (3)
MGT 103 – Introduction to the Business of Healthcare (3)
PHI 108 – Professional Ethics (3)
PSY 101 – Introduction to Psychology (3)
PSY 237 – Group Dynamics – Introduction to Group Developments & Group Process (3)
or
PSY 361 – Abnormal Psychology (3)
or
PSY 372 – The Counseling and Interviewing Process (3)
SOC 151 – Introduction to Sociology (3)

62 Credit Hours

Major Electives

Select a minimum of 3 (3-credit minimum) courses from any of the following categories:

Biology (BIO)
Chemistry (CHE)
Health Sciences (HLS)
Physics (PHY)
Psychology (PSY)
Social Sciences (SOC)

9 Credit Hours

Minors

(15-21 credits)
Select one. Courses in the minor may not also be used to satisfy elective requirement.

Aging Studies

AGE 101 – Introduction to Aging (3)
AGE 214 – Biology of Aging (3)
AGE 411 – Aging and Mental Health (3)

Electives (Choose three of the following courses. At least one of the following courses must be in Aging Studies):

AGE 218 – Rural Elderly (3)
AGE 273 – Introduction to Aging Network-Community Placement (3)
AGE 300 – Select Topics: Aging Studies (3)
AGE 314 – Life Review (3)
AGE 315 – Aging and Intellectual/Development Disabilities (3)
AGE 320 – Supportive & Senior Housing (3)
AGE 400 – Select Topics: Aging Studies (3)
ANT 449 – Anthropology of Aging (3)
ECN 375 – Health Economics (3)
POL 332 – Public Administration (3)
MGT 101 – Introduction to Contemporary Business (3)
PHI 385 – Healthcare Ethics (3)
PSY 237 – Group Dynamics: Introduction to Group Development and Group Process (3)
PSY 327 – Adulthood and Aging (3)
SOC 307 – Bureaucracy and Culture: U.S. Health Care System (3)
TRC 315 – Leisure, Health, and Wellness (3)

PCL 374 – The Helping Relationship (3)
or
PSY 372 – The Counseling and Interviewing Process (3)

18 credits

Entrepreneurship

MGT 101 – Introduction to Contemporary Business (3)
MGT 379 – Foundations of Entrepreneurship (3)
MGT 431 – Entrepreneurship Innovation (3)

MGT 432 – Entrepreneurship Financing (3)
MKT 211 – Principles of Marketing (3)

15 credits

Fraud and Financial Crime Investigation

CRJ 103 – Introduction to Criminal Justice (3)
CRJ 232 – Economic Crime Theory (3)
CRJ 334 – Economic Crime Investigation (3)
CRJ 343 – Law of Economic Crime (3)

Choose one of the following courses:

CRJ 335 – Cybercrime Law and Investigations (3)
CRJ 336 – Information Privacy (3)

15 credits

Healthcare Advocacy and Navigation (default minor if no other minor is chosen)

HLS 301 – Introduction to Healthcare Advocacy and Navigation (3)
HLS 305 – Marketing as a Healthcare Advocate/Navigator (3)
HLS 309 – Medical Conditions and Implications (3)
HLS 411 – Principles of Healthcare Reimbursement (3)
HLS 415 – Advanced Topics in Healthcare Advocacy and Navigation (3)
HLS 419 – Healthcare Advocacy and Navigation Seminar (3)

18 credits

Management

ACC 201 – Financial Accounting (3)
ECN 131 – Principles of Microeconomics (3)
MGT 101 – Introduction to Contemporary Business (3)
MGT 201 – Principles of Organization and Management (3)
MKT 211 – Principles of Marketing (3)

Choose two of the following courses:

FIN 333 – Corporate Finance (3)
Management Elective – and 300- or 400- level Management course (3)
Elective – Any 300- or 400- level Economics, Finance, or Marketing course (3)

21 credits

Risk Management and Insurance

ACC 201 – Financial Accounting (3)
FIN 333 – Corporate Finance (3)
RMI 273 – Introduction to Risk Management and Insurance (3)
RMI 325 – Insurance and Estate Planning (3)
RMI 326 – Principles of Insurance: Property and Liability (3)
RMI 483 – Risk Management (3)

Choose one of the following courses:

BUL 301 – The Legal Environment of Business (3)

RMI 470 – Risk Management and Insurance - Internship (3)

21 credits

Nursing, B.S.N.

(Bachelor of Science Degree)

The pre-licensure nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a Bachelor of Science in nursing.

Professional nurses are liberally educated practitioners who function as primary providers of health care services to individuals, families, groups, and communities. Nurses work collaboratively with physicians, social workers, therapists, and other health professionals. Graduates of the program have opportunities in a variety of setting including acute care, community agencies, home care, and schools.

The nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

Admission Requirements

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

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

The program delivery is a hybrid format of online didactic delivery and hands-on clinical and skills lab instruction. Didactic courses include interactive exercises that can be finished at a location and time convenient to students with an Internet connection, and repeated as often as necessary. The Canvas learning management system allows for primarily asynchronous delivery of the curriculum, with additional features to allow for synchronous communication between staff, faculty, and students. A new student orientation is delivered at the start of the first semester and includes a training session to the learning management system. For didactic courses, students are assessed through proctored exams and written coursework. Students are assessed and evaluated separately for skills lab and clinical activities by expert instructors on-site.

Students are provided additional learning resources such as access to the Utica online library and links to scholarly articles and video demonstration.

The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

Graduates from this program will be able to:

The objectives/competencies of the nursing program are:

- to demonstrate critical thinking through
  utilization of creative problem-solving and decision-making based on theories and models in the delivery of health care to individuals cross the life span, groups, and communities; and
  incorporation of research concepts in planning and implementing nursing care.
- to communicate in a professional manner through:
  - Utilization of concepts in human interaction in establishing effective professional relationships;
  - Appropriate use of formal and informal writing; and
  - Application of appropriate communication technologies.

to develop professional role concepts and behaviors to meet the evolving health care needs of society through:

- Demonstration of responsibility and accountability;
- Recognition and implementation of care within ethical and legal parameters of professional practice;
- Provision of culturally sensitive and culturally competent care to clients in an increasingly diverse society;
- Commitment to evidence-based, clinically competent care in diverse settings;
- Commitment to patient/family advocacy;
- Collaboration with individual clients, families, and communities to promote, protect, and improve health;
- Collaboration with interdisciplinary health care providers within strategic community partnerships;
- Integration of management principals;
- Incorporation of concern for social and global issues; and
- Identification of issues and trends affecting health care delivery.

to value learning as a lifelong process through a commitment to continuing education in professional development.

Special Requirements

The faculty at Utica University strive to provide a successful educational experience for every student. Each student is required to meet the following criteria in order to remain in the Nursing Program:

The student must:

Achieve and maintain a minimum 2.8 cumulative G.P.A. throughout the entire nursing program.

Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.

Adhere to established course sequence in nursing major.

Adhere to Utica University academic rules and regulations.

It is the responsibility of the student to check Banner and make sure all requirements are met and posted.

Retention Criteria

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (77%) will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Students who are placed on academic probation by the University will be suspended or requested to withdraw from the nursing major.
4. Grading Policy for NUR 321, NUR 371, NUR 421, and NUR 471:
   To achieve a passing grade, the student must meet the following criteria:
   1. Exam grade of 77% or higher based on weighted average of unit exams and final exam.
   2. Course grade of 77% or higher based on when all theory components are added to the exam grade.
   3. Successfully pass clinical as outlined in the clinical evaluation measurement tool.
   4. Successfully pass lab (NUR 321 and NUR 371) as outlined in the lab packet.
5. Students must adhere to established course sequence in nursing major.
6. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the BSN program and the University. Expected behaviors include but are not limited to:
   1. Attend all labs, exams and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to lab/exam/clinical.
   2. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
   3. Complete all assignments according to the time frame posted in the syllabus.
   4. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
   5. Demonstrate honesty and integrity in all academic and clinical settings.

6. Contribute to the educational growth of self and fellow students.
7. Wear appropriate attire for course as identified by the syllabus, faculty, or organizational partners.

Rules and Regulations Pertaining to BSN Clinical Experiences

Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:
    1. Coming to clinical under the influence of alcohol or illegal drugs.
    2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
    1. Error in medication administration.
    2. Administration of a medication without having knowledge of the drug.
    3. Inaccurate recording or failure to record medication administration.
    4. Error in administration of intravenous fluids.
    5. Failure to report changes in patient's condition.
    6. Failure to seek supervision when necessary.
    7. Failure to report and document nursing care.
    8. Compromising patient care by inadequate preparation for clinical experience.
    9. Breach of confidentiality.
    10. Neglecting personal safety.
    11. Creating or causing personal safety hazards.
    12. Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:

1. Inform the student immediately of the unsafe act.
2. Provide the student with written documentation concerning the unsafe act.
3. Review the incident and counsel the student, recommending remediation as needed.
4. Place copy of incident report in student's academic file.
5. Follow the policy for reporting an incident as required by the clinical agency or institution.

Credit Requirements for Bachelor of Science in Nursing (BSN)

Total hours required for degree: 129 Credit Hours, including transfer credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from

another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
MAT 107 – Excursions in Mathematics (3)
MUS 115 – Introduction to Music (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

33 Credit Hours

Major Course Requirements (Pre-Licensure Baccalaureate)

NUR 311 - Socialization to Professional Nursing (3)
NUR 312 - Leadership and Informatics in Professional Nursing (3)
NUR 321 - Foundations for Nursing Care (4)
NUR 326 - Health Assessment (3)
NUR 332 - Pathophysiology (3)
NUR 333 - Pharmacology (3)
NUR 346 - Care of Populations and Communities (3)
NUR 365 - Care of the Obstetric Population (3)
NUR 366 - Care of the Aging Population (3)
NUR 371 - Medical/Surgical Nursing Care I (5)
NUR 411 - Health Policy Management in Professional Nursing (2)
NUR 412 - Trends in Professional Nursing (5)
NUR 421 - Medical/ Surgical Nursing Care II (4)
NUR 423 - Senior Nursing Care Seminar Lab I (1)
NUR 444 - Care of Populations with Psychiatric Concerns (3)
NUR 445 – Introduction to Research Methods and Design (3)
or
HLS 445 – Clinical Research (3)
NUR 446 - Care of the Pediatric Population (3)
NUR 465 - End-of-Life and Palliative Care Practice (2)
NUR 471 - Advanced Medical/ Surgical Nursing (5)
NUR 473 - Senior Nursing Care Seminar Lab II (1)

62 Credit Hours

Major Related Requirements

BIO 101 – Anatomy & Physiology I with Lab (4)
or
BIO 131 – Online Anatomy & Physiology I with Lab (4)
BIO 102 – Anatomy & Physiology II with Lab (4)
or
BIO 132 – Online Anatomy & Physiology II with Lab (4)

BIO 203 – Microbiology (4)
or
BIO 204 – Basic Microbiology for Health Care Professionals with Lab (4)
BIO 205 – Human Nutrition (3)
CHE 118 – Chemistry for Nursing Professionals with Lab (4)
or
CHE 211 – General Chemistry I with Lab (4)
HLS 245 – Human Development Across the Life Span (3)
or
PSY 223 – Life Span Developmental Psychology (3)
MAT 112 – Basic Statistics (3)
or
SOC 211 – Statistics in the Behavioral Sciences (3)
PHI 108 – Professional Ethics (3)
PSY 101 – Introduction to Psychology (3)
SOC 151 – Introduction to Sociology (3)

34 Credit Hours

Nursing Education, M.S.

(Masters of Science Degree)

The Masters of Science in Nursing Education prepares advanced practice nurses to educate practicing and future nurses, as an educator in clinical settings or as faculty in schools of nursing.

Admission Requirements

All program applicants must have:

An unencumbered RN license in the state in which you reside

A bachelor's degree in nursing from a nationally accredited baccalaureate nursing program (CCNE, ACEN, etc.) with a GPA of 3.0 or higher (faculty review if under 3.0)

2000 hours of work experience in nursing (verified by your HR department) NOTE: 2,000 clock hours is roughly equivalent to 1 year of full-time work or 2 years of half-time work

Completed a statistics course with a grade of "C" or higher. If the student has a grade between a "C" and a "B," they need to take the Stats module via Peregrine.

A 300-level or above baccalaureate level health assessment course with a grade of "B*" or higher (must be TES equivalent to Utica University's health assessment course).

Two letters of recommendation (a faculty recommendation preferred and/or a peer with RN or higher or a supervisor)

A statement of 500 words or less that demonstrates effective writing ability, analytic skill, and knowledge of the advanced practice nurse's role.

Graduates from this program will be able to:

Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
Incorporate current technologies to augment professional practice and scholarship.
Implement evidence-based teaching and learning strategies in diverse settings that facilitate achievement of identified outcomes and enhance professional socialization and development of learners.
Conduct learner-centered curriculum design and revision based on relevant organizational frameworks, alignment with parent institution, accreditation and professional standards, and program outcomes.

Synthesize program, course, and student learning effectiveness based on quantitative and qualitative assessment and evaluation data obtained per the systematic plan of evaluation.

Credit Requirements for Masters of Science in Nursing Education:

Total hours required for degree: 42 Credit Hours

Major Course Requirements

NUR 588 – Organizational Leadership & Role Development of the Advanced Practice Nurse (3)
NUR 603 – Quality Improvement & Safety in Health Care (3)
NUR 604 – Advanced Pathophysiology (3)
NUR 607 – Curriculum Development and Implementation (3)
NUR 608 – Epidemiology & Population Health (3)
NUR 609 – Nursing Research & Evidence-Based Practice (3)
NUR 611 – Advanced Health Assessment & Diagnostic Reasoning I (3)
NUR 613 – Health Policy & Advocacy (2)
NUR 614 – Statistical Analysis & Scholarly Inquiry (3)
NUR 615 – Advanced Pharmacology I (3)
NUR 617 – Instructional Design and Teaching with Technology (4)
NUR 618 – Test Construction and Analysis (3)
NUR 623 – Assessment and Evaluation in Nursing Education (3)
NUR 624 – Teaching Learning Practicum (3)

42 Credit Hours
Includes 180 Practicum Hours (1 credit = 90 practicum hours)

Retention Criteria

A letter of academic notice will be issued to any student who receives a grade of B- and has 12 or fewer attempted credit hours. A copy of any letter of warning will go to the student's advisor but the notice will not be noted on the student's transcript.

A letter of warning will be issued to any student who earns a grade of "C" at any time.

A letter of probation will be issued to any student who meets the following criteria:

GPA of less than a 3.0 after 6 attempted credit hours
2 grades of C
1 grade of F
1 grade of WF

If a student receives an F or WF 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. If the course is not required for the program or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who meets one or more of the following criteria:

GPA of below a 3.0 after 18 attempted credit hours
3 grades of C
2 grades of C and 1 grade of F

2 grades of F

A grade below a B in any course in which that student previously earned an F

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 University.

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

Note: All the steps outlined in this policy may not happen to a student. It is possible for a student to be dismissed without warning or probation if that student meets the requirement for dismissal.

* Students who are dismissed and wish to return, at any point, must submit an appeal to the Academic Standards Committee by emailing ogs@utica.edu.

Nursing Leadership, M.S.

(Masters of Science Degree)

The Masters of Science in Nursing Leadership prepares nurses to assume leadership positions across all levels of healthcare and in diverse healthcare settings.

Admission Requirements

All program applicants must have:

An unencumbered RN license in the state in which you reside

A bachelor's degree in nursing from a regionally accredited baccalaureate nursing program

2000 hours of work experience

A minimum GPA of 3.0

Completed a 3-credit statistics course with a grade of "B" or higher

Two letters of recommendation: one from a faculty member and one from a professional colleague

A writing sample

Graduates from this program will be able to:

Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes and health promotion.

Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.

Incorporate current technologies to augment professional practice and scholarship.

Employ leadership, management, and ethical foundations in pursuit of performance improvement, risk management, human resources, financial management, and strategic planning/management.

Integrate contemporary national performance standards and professional recommendations related to organizational governance and policy formation.

Facilitate provision of quality services through community engagement, knowledge of societal forces, and regional/national/global policy issues and initiatives.

Credit Requirements for Masters of Science in Nursing Leadership:

Total hours required for degree: 35 Credit Hours

Major Course Requirements

NUR 588 – Organizational Leadership & Role Development of the Advanced Practice Nurse (3)
NUR 603 – Quality Improvement & Safety in Health Care (3)
NUR 608 – Epidemiology & Population Health (3)
NUR 609 – Nursing Research & Evidence-Based Practice (3)
NUR 613 – Health Policy & Advocacy (2)
NUR 614 – Statistical Analysis & Scholarly Inquiry (3)
NUR 627 – Organizational Theory & Human Relations Management (3)
NUR 628 – Innovative Leadership in Health Care (3)
NUR 631 – Nursing Leadership Theory & Practice I (3)
NUR 632 – Nursing Leadership Theory & Practice II (3)
NUR 633 – Health Care Finance and Budgeting (3)
NUR 637 – Mediation, Conflict Resolution, and Negotiation (3)

35 Credit Hours
Includes 180 Practicum Hours (1 credit = 90 practicum hours)

Retention Criteria

A letter of academic notice will be issued to any student who receives a grade of B- and has 12 or fewer attempted credit hours. A copy of any letter of warning will go to the student's advisor but the notice will not be noted on the student's transcript.

A letter of warning will be issued to any student who earns a grade of "C" at any time.

A letter of probation will be issued to any student who meets the following criteria:

GPA of less than a 3.0 after 6 attempted credit hours
2 grades of C
1 grade of F
1 grade of WF

If a student receives an F or WF 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. If the course is not required for the program or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who meets one or more of the following criteria:

GPA of below a 3.0 after 18 attempted credit hours
3 grades of C
2 grades of C and 1 grade of F
2 grades of F
A grade below a B in any course in which that student previously earned an F

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 University.

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

Note: All the steps outlined in this policy may not happen to a student. It is possible for a student to be dismissed without warning or probation if that student meets the requirement for dismissal.

* Students who are dismissed and wish to return, at any point, must submit an appeal to the Academic Standards Committee by emailing ogs@utica.edu.

Psychology-Child Life, B.S.

(Bachelor of Science Degree)

This program is designed for individuals who wish to enhance their understanding of children and families. The major features an interdisciplinary approach, drawing from the fields of psychology, early childhood education, sociology, and anthropology. The faculty includes professionals from all of these disciplines. Students gain knowledge of normal human development while working with children in applied settings.

Specialized coursework focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of young people who are hospitalized and/or who have disabilities.

Graduates from this program will be able to:

Write reflectively about theory and research;
Write reflectively about the application of theory and research to practice;
Apply theory and research in practice;
Apply developmental theory in assessment and intervention for children and families;
Demonstrate a bio-psycho-social approach to providing family-centered services, and
Develop knowledge of and engage in professional behavior in settings that support children and families.

Credit Requirements for Psychology-Child Life:

Total hours required for degree: 121 Credit Hours, including transfer credits

The minimum required total program credits for a Bachelor of Science degree is 120 credits. The minimum required portion of content consisting of liberal arts and sciences credits is 60 credits. The transfer of credits received by Utica University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

General Education Requirements

ANT 251 – Native American Culture and History (3)
CHE 211 – General Chemistry with Lab (4)
CMM 101 – Interpersonal Communication (3)
CMM 181 – Introduction to Mass Communication (3)
CSC 118 – The Internet: Information Retrieval and Organization (3)
ENG 101 – Written Communication I (3)
ENG 102 – Written Communication II (3)
ENG 135 – Introduction to Literature (3)
GOL 105 – Society, Earth, and the Environment (3)
MAT 107 – Excursions in Mathematics (3)
MAT 112 – Basic Statistics (3)
MUS 115 – Introduction to Music (3)
PHI 108 – Professional Ethics (3)
SPA 101 – Beginning Spanish I (3)
SPA 102 – Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

EDU 314 – Children's Literature (3)
PCL 123 – Childhood Services (1)
PCL 214 – Developmental Research Methods (3)
PCL 323 – Early Intervention (3)
PCL 372 – Play in Development I: Birth-Age 8 (3)
PCL 373 – Play in Development II: Age 8-21 (3)
PCL 374 – The Helping Relationship (3)
PCL 375 – Death, Dying, and Bereavement (3)
PCL 377 – Families, Stress, and Coping (3)
PCL 423 – Childhood Disorders (3)
PCL 458 – Field Experience Prep (1)
PCL 460 – Field Experience (3)
PSY 101 – Introduction to Psychology (3)
PSY 256 – Principles of Behavior Change (3)
PSY 311 – Psychological Assessment & Testing (3)
PSY 311L – Laboratory in Psychological Assessment & Testing (1)
PSY 321 – Infancy and Childhood (3)
PSY 322 – Adolescence (3)
PSY 366 – Individuals with Disabilities (3)

Major Specializations – 15 credits

Child Life Specialist (For students looking to pursue child life specialty certification)

Required Courses (9 credits):

SOC 233 – The Family (3)
PCL 503 – Introduction to Child Life Specialty (3)
PCL 507 – Child Life Practicum (3)

Two additional courses from the following list:

ANT 415 – Cultures, Health, and Healing (3)
COM 337 – Health Communication (3)
HLS 301 – Introduction to Healthcare Advocacy and Navigation (3)
HLS 309 – Medical Conditions and Implications (3)
HLS 337 – Care of the Human Spirit (3)
PHI 386 – Medical Ethics and Children (3)

Social Services (For students looking to pursue a Master's in Social Work or counseling-related fields)

Required Courses (9 credits):

SOC 225 – Social Problems (3)
SOC 233 – The Family (3)
SOC 387 – Family Violence (3)

Two additional courses from the following list:

SOC 252 – Race and Ethnicity (3)
SOC 383 – Social Deviance (3)
PSY 356 – Positive Psychology (3)
PSY 361 – Abnormal Psychology (3)
CMM 325 – Intercultural Communication (3)

Major Electives – 15 credits

ANT 415 – Cultures, Health, & Healing (3)
COM 337 – Health Communication (3)
PCL 503 – Introduction to Child Life Specialty (3)
PCL 504 – Social and Historical Context of Child Life (3)
SOC 233 – The Family (3)

College Electives

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

Respiratory Care, A.S.

(Associate of Science Degree)

Respiratory care practitioners care for patients with deficiencies and abnormalities of the cardiopulmonary system, like asthma, cystic fibrosis, or chronic obstructive lung disease. They work with patients of all ages and in a variety of settings, such as hospitals, rehabilitation centers, nursing homes, pulmonary function labs, and physicians' offices. This program allows students to earn an AS degree which is sufficient for entry into the field and also allows for transfer admission in BS programs.

Admission Requirements

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

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

Graduates from this program will be able to:

1. Graduates will demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. Graduates will demonstrate the ability to care for diverse patient populations and backgrounds in a variety of clinical and community based settings in an equitable, respectful, and inclusive manner.
3. Graduates will gain employment in and successfully transition into entry level respiratory therapist positions within six months of graduation.

Rules and Regulations Pertaining to Respiratory Care AS Clinical Experiences

Clinical experiences are designed to provide support and integration of the academic coursework. A nursing faculty member will provide direct, on-site supervision for clinical experiences except for selected clinical courses.

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program: 1. Coming to clinical under the influence of alcohol or illegal drugs.
    2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to: 1. Error in medication administration.
    2. Administration of a medication without having knowledge of the drug.
    3. Inaccurate recording or failure to record medication administration.
    4. Error in administration of intravenous fluids.
    5. Failure to report changes in patient's condition.
    6. Failure to seek supervision when necessary.
    7. Failure to report and document nursing care.
    8. Compromising patient care by inadequate preparation for clinical experience.
    9. Breach of confidentiality.
    10. Neglecting personal safety.
    11. Creating or causing personal safety hazards.
    12. Sleeping in the clinical area.

Upon the incidence of an unsafe act by a student, the clinical instructor will:

1. Inform the student immediately of the unsafe act.
2. Provide the student with written documentation concerning the unsafe act. 3. Review the incident and counsel the student, recommending remediation as needed.
4. Place copy of incident report in student's academic file.
5. Follow the policy for reporting an incident as required by the clinical agency or institution.

Major Course Requirements:

- BIO 131 - Online Anatomy & Physiology I (4)
- BIO 132 - Online Anatomy & Physiology II (4)
- BIO 204 - Basic Microbiology for Healthcare (4)
- CHE 118 - Chemistry for Nursing Professionals (4)
- CMM 103 - Public Speaking (3)
- ENG 101 - Written Communication I (3)
- IPE 102 - Introduction to Interprofessional Education (1)
- PHI 108 - Professional Ethics (3)
- SOC 151 - Introduction to Sociology (3)
- RSP 101 - Principles of Respiratory Care I (3)
- RSP 102 - Principles of Respiratory Care Lab I (1)
- RSP 111- Principles of Respiratory Care II (3)
- RSP 112 - Principles of Respiratory Care Lab II (1)
- RSP 113 - Clinical Practicum I (3)
- RSP 115 - Clinical Pharmacology (3)

- RSP 201 - Principles of Respiratory Care III (3)
- RSP 203 - Clinical Practicum II (6)
- RSP 211 - Principles of Respiratory Care IV (3)
- RSP 212 - Clinical Practicum III (6)
- RSP 215 - Respiratory Care of the Neonatal and Pediatric Population (2)
- RSP 216 - Clinical Practicum IV (3)
- RSP 250 - Advanced Respiratory Care - License Exam Prep (2)
- RSP 255 - Clinical Independent Practicum (6)
- RSP 256 - Respiratory Care -Community and Home Settings (3)

77 Credit Hours

Admissions Dates and Deadlines

To Apply for Summer 2022		To Apply for Fall 2022	
Program	Application Deadline	Program	Application Deadline
Health Sciences (B.S.)	April 25, 2022	Health Sciences (B.S.)	August 15, 2022
Nursing – ABSN	April 4, 2022	Nursing – ABSN	July 28, 2022
Nursing – BSN	April 4, 2022	Nursing – BSN	July 28, 2022
Family Nurse Practitioner (M.S.)	April 30, 2022	Family Nurse Practitioner (M.S.)	August 16, 2022
Nursing Education (M.S.)	April 30, 2022	Nursing Education (M.S.)	August 16, 2022
Nursing Leadership (M.S.)	April 30, 2022	Nursing Leadership (M.S.)	August 16, 2022

Readmission

A matriculated student not in attendance for one or more full semesters loses matriculated status and will become inactive. In order to return to the college and regain matriculation status, students must apply for readmission. 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. The form to apply for readmission is available on the University's website and must be completed prior to the start of the semester. Note that late submission of this form may impede the registration process. There is no fee for readmission.

Second Chance Policy

A student whose attendance at Utica University has been interrupted for an extended period of time (minimum of 5 years) may petition the Office of Student Success to restart his or her college record on the following terms:

The record of all previous work will continue to appear on the student's official transcript.
Any grade below "C" on the Utica University record will not count as credit or be included when calculating current credit or GPA.
Students must maintain a 2.0 GPA (for undergraduate students) or a 3.0 GPA (for graduate students) in each semester after resuming their study, and failure to do so will result in dismissal from the University.
The Second Chance Policy may be applied only one time per student.
The Utica University Second Chance Policy has no bearing on SAP requirements for financial aid.

Veterans

Veterans of the Armed Services are encouraged to apply for admission to Utica University. Counselors are available to assist veterans with admission, academic planning, and financing of their education. Deadline dates for application do not apply to veterans. Address inquiries to the Assistant Vice President for Undergraduate Admissions, Utica University, 1600 Burrstone Road, Utica, NY 13502-4892.

Tuition and Expenses

Tuition at Utica University is payable on a per semester basis, plus applicable fees. In the face of rising costs, charges will be subject to change.

Due to the many variables in computing off-campus expenses for food and lodging (e.g., students sharing expenses, availability of transportation, etc.), students should consider off-campus expenses to be at least equal to those for students living on campus.

Tuition and Fees: ABSN Program

Tuition Deposit: $150 (non-refundable)
Tuition: $884 per credit hour
Program Fees*: $340 per semester
Approximate total tuition (4 semesters): $54,808

What costs are NOT COVERED and are billable?
Health Insurance (required to carry): ABSN program students are required to have health insurance. If you do not have health insurance, Utica University will automatically charge a health insurance premium for the University's plan to your account. Utica University's health insurance Servicing Broker is Haylor, Freyer, & Coon, Inc. If you carry your own health insurance, this charge can be waived at www.haylor.com/college/utica-college. For health insurance questions, please call 1-800-289-1501 and ask for a College Specialist or email student@haylor.com.

Health Insurance Waiver Deadlines:

Fall 2022 deadline – 09/30/2022
Spring 2023 deadline – 02/05/2023
Summer 2023 deadline – 05/25/2023

What costs are NOT COVERED and are non-billable?

Shoes
Living and Personal Expenses:
Transportation - $859
Living Expenses - $5,018
Personal Expenses - $550

The following tuition and fees are effective Fall 2022:

ABSN Semester 1 – 13 Credit Hours	
Tuition - per semester	$11,492
Program Fee - per semester	$340*
Book Charge	$1,160
Total Cost Semester 1: $12,992	

ABSN Semester 2 – 17 Credit Hours	
Tuition - per semester	$15,028
Program Fee - per semester	$340*
Book Charge	$1,140
Total Cost Semester 2: $16,508	

ABSN Semester 3 – 16 Credit Hours	
Tuition - per semester	$14,144
Program Fee - per semester	$340*
Book Charge	$437
Total Cost Semester 3: $14,921	

ABSN Semester 4 – 16 Credit Hours	
Tuition - per semester	$14,144
Program Fee - per semester	$340*
Book Charge	$322
Total Cost Semester 4: $14,806	

*ABSN Program Fees include:

3 sets of scrubs
Photo ID Badge
Kaplan Testing
General University Fees (technology fee, graduation fee, student activity fee, malpractice fees, lab fees).

Schedule of Tuition, Fees, and Deposits

ABSN program tuition and fees		See pages 33-34
Annual Liability Fee (for NUR 621 (all terms), NUR 622 (January Only), NUR 625 (January Only))		$66
(for NUR 617 and NUR 631 (all terms) and NUR 625 and NUR 632 (January Only))		$15
Application Fee (new students only)	Undergraduate	$40
	Graduate	$50
Assessment Bag Fee	(NUR 611 only)	$275
Background Check and Drug Screening Fee	(ABSN	$180

Barkley's FNP Certification Review (for NUR 634 only)	$434
BSN hybrid program tuition (per credit hour)	$600
BSN hybrid program fees (full-time; per semester)	$450
BSN hybrid program fees (part-time; per semester)	$225
BSN hybrid program All Access book fee (per semester)	$26 per credit
Distance Learning Fee (all online graduate nursing courses except NUR 995)	$70
E-Log Fee (NUR 611 and NUR 631 only)	$25
Elsevier HESC Exam (NUR 634 only)	$80
Enrollment Deposit (non-refundable) Undergraduate nursing	$150
Graduate nursing	$300
EXAAT Software Package (one-time fee for all Family Nurse Practitioner Students Only)	$135
Examity (for NUR 604, NUR 611, NUR 612, NUR 615, NUR 616, NUR 621, NUR 622, NUR 625)	$44
Faculty Site Visit Fee (NUR 622 only)	$350
Graduate Nursing Tuition (per credit hour)	$825
DEMSN	$925
Graduation Fee Undergraduate (included in program fee for ABSN students only)	$55
Graduate	$80
Health Insurance	
Fall 2022	$1000
Spring 2023	$784
Summer 2023	$602
Health Sciences hybrid program tuition (per credit hour)	$600
Health Sciences hybrid program fees (full-time; per semester)	$450
Health Sciences hybrid program fees (part-time; per semester)	$225
Health Sciences hybrid program All Access book fee (per semester)	$26 per credit
Kaplan iHuman Sim Fee (NUR 621, NUR 622, and NUR 625 only)	$95
Malpractice Insurance (graduate nursing students)	$18 per year
(When taking practicum courses, if the student does not carry their own – must provide proof of insurance to waive fee.)	
Nursing, M.S. (all programs; per credit hour)	$825
DEMSN	$925
Peregrine Write & Cite (NUR 603 only)	$39
Physical Assessment Bag (for NUR 611)	$275
Preceptor Fees	
(for NUR 617, NUR 624, NUR 631, and NUR 632 only)	$90
(for NUR 621 and NUR 622 only)	$225
(for NUR 625 only)	$270
Program Fee (per semester for ABSN only)	$340
Residency & Technology Fee (for NUR 995 only)	$600

Student Activity Fee (ABSN fee included in Program Fee) Graduate	$150
Student Package Fee (NUR 607 and NUR 627 only)	$100
Transcript Fee	$4 (electronic); $5 (paper)
Transition Fee (charged to first semester graduate students only)	$150
Undergraduate Graduation Fee (covered by Program Fee for ABSN)	$55
Uniform Fee (for NUR 607 and NUR 627 only) (effective Spring 2021)	
(covers white coat with logo, jacket with logo, lanyard and ID holder with logo)	$100

All fees and deposits listed above are for the 2022-2023 academic year.

What costs are NOT COVERED and are non-billable?

Non-billable expenses per semester at full-time study (6+ credit hours):

Books and Supplies:	$350
Living Allowance:	$2485
Personal Expenses:	$550
Loan Fees:	$57

Payment Plan

Although semester balances are due and payable by a designate date for graduate and undergraduate on-ground students, payment plans are available for the Fall and Spring terms. There is no charge for online students to enroll in Utica University's Payment Plan. To enroll, the student must log in to his/her Banner Web account. Select "Enter a Secure Area," enter username and password, and then select "Student Services," "Student Account," "Access My Account," and choose the appropriate option.

Online and ABSN students have a four-payment plan with one-fourth due four days before classes begin. If the balance is not completely paid on or before the last installment, a $50 late fee will be charged to the student's account.

Financial Responsibility

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

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

Financial Aid

General Policy Statement

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

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

Types of Assistance

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

Self-help aid includes loans, work opportunities, internships, and tuition waivers for service to the University. Federal loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college.

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

Financial Aid

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

Federal and state grants

Federal Pell Grants

Pell Grants are awarded based strictly on the student's Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is $5,815 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

Student loans

Federal Direct Loans

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

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

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

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

Students who meet the independent criteria and depending on your class level:

$9,500 Freshmen (maximum $3,500 may be subsidized)
$10,500 Sophomores (maximum $4,500 may be subsidized)
$12,500 Juniors/Seniors (maximum $5,500 may be subsidized)

Interest rates

Direct Subsidized:

The interest rate for a Direct Subsidized loan is fixed for the life of the loan and is determined annually on June 1.

Direct Unsubsidized:

The interest rate for a Direct Unsubsidized loan is fixed for the life of the loan and determined annually on June 1.
An origination fee is deducted from each disbursement. The fee is determined annually on October 1.
No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct loan.

Loan Repayment

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

Federal Perkins Loans

The Federal Perkins Loan Program was an option through the federal government for students that demonstrated exceptional financial need. Available Perkins funds ere determined on repayment by prior loan recipients. Because of this, the pool of available Perkins loan funds was limited even in cases of financial need, so not all aid applicants would be offered Perkins loans. If awarded, criteria is below.

Maximum Award amount is $5,500 per year with a lifetime maximum loan of $27,500

5.0% fixed interest rate

No interest is charged while enrolled in college at least half-time or during the nine-month grace period after leaving school

Standard repayment period on the loan is 10 years

Federal Direct PLUS Loans

The Federal Direct PLUS program is a popular financing option for parents of undergraduate dependent students.
Borrow any loan amount up to the total cost of attendance determined by Utica University, less any awarded financial aid.
The interest rate is fixed for the life of the loan and is determined annually on June 1.
An origination fee is deducted from each disbursement. The fee is determined annually on October 1.
A credit check is conducted when you begin the loan application process.
If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.
Students with a status of "freshman", or "sophomore", will receive an additional $4,000, while students of "junior", and "senior", status will receive an additional $5,000.
Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

Loan Repayment

For parents of undergraduate students, repayment begins within 60 days after your loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.
Alternative Educational Loans
Alternative loans are another option to fill in the gap between the offered aid and the total cost of attendance.
Students wanting more information about alternative loan programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders: www.utica.edu/loan-compare

Financial Aid for Graduate Students

1. Forms of Aid:

There is one form of financial assistance: loans. Federal loans usually are guaranteed and offered at low-interest; repayment usually is due after the student leaves college, or drops below halftime. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each year.

2. Sources of Aid:

Federal Direct Unsubsidized Stafford/Ford Loans: Students make application by filing the FAFSA and completing a promissory note and entrance counseling at https://studentaid.gov

- 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 University.
- 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.
- 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. Refer to the statement of borrower's rights and responsibilities on the promissory note for further details.

Application Procedures for Financial Aid:

- Students must file FAFSA at https://studentaid.gov.

- 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.
- Students have to actively accept or decline offered awards through Bannerweb.

Graduate Students

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

For Graduate students, there are two types of Federal Direct loans:

Direct Unsubsidized Loan

Eligibility for Direct Unsubsidized loans is determined using the FAFSA.

This type of loan accrues interest while the student is enrolled. Students can choose to pay the interest each month while in school or allow the interest to accumulate.

Borrowing limits are a maximum of $20,500 per academic year.

Graduate PLUS Loan

Eligibility for Graduate PLUS loans is determined using the PLUS loan application found on www.studentloans.gov.

The Graduate PLUS loan is based on a credit check and the student may borrow up to the cost of attendance less any other aid received.

Graduate students are required to complete the Free Application for Federal Student Aid (FAFSA) in order to use the Direct Graduate PLUS loan program.

This type of loan accrues interest while the student is enrolled. Students can choose to pay the interest each month while in school or allow the interest to accumulate.

Interest Rates

Direct Unsubsidized Loan:

The interest rate for a Federal Direct Unsubsidized Loan is fixed for the life of the loan and is effective each year on July 1. Each loan disbursement will have a net fee deducted from each disbursement. The net fee changes annually on October 1.

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

Federal Direct Graduate PLUS Loans

The interest rate for a Federal Direct Unsubsidized Loan is fixed for the life of the loan and is effective each year on July 1. Each loan disbursement will have a net fee deducted from each disbursement. The net fee changes annually on October 1.

A credit check is required for this loan. If adverse credit history is present, a credit-worthy co-signer is needed.

Special Aid Programs

Veterans (VA) Educational Benefits

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

Selection of Recipients and Allocation of Awards. For the most part, benefits under Chapter 30 end 10 years from the date of the veteran's separation from active duty. VA can extend this 10-year period if the veteran was prevented from training during this period because of a disability or because he or she was held by a foreign government or power. The 10-year period also can be extended if an individual reenters active duty for 90 days or more after becoming eligible. Veterans serving periods of active duty of less than 90 days can qualify for extensions under certain circumstances. If the veteran's discharge is upgraded by the military, the 10-year period begins on the date of the upgrade.

If eligibility is based on both the Vietnam Era GI Bill and the Montgomery GI Bill, and discharge from active duty was before December 31, 1989, the veteran will have until January 1, 2001. In most cases, VA will subtract from the 10-year period those periods the veteran was not on active duty between January 1, 1977, and June 30, 1985.

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

Addendum effective July 3, 2019:

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

Prevent the student's enrollment;
Assess a late penalty fee to the student;
Require the student to secure alternative or additional funding;
Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

Produce the VA Certificate of Eligibility (COE) by the first day of class;
Provide a written request to be certified;
Provide additional information needed to properly certify the enrollment as described in other institutional policies

Montgomery GI Bill (Selected Reserve)

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

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

1. Have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985, or, if an officer, agree to serve six years in addition to the original obligation;
2. Complete Initial Active Duty for Training (IADT);
3. Meet the requirements for a high school diploma or equivalency certificate before completing IADT; and
4. Remain in good standing in a Selected Reserve unit.

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

1. Courses leading to a certificate or diploma from business, technical, or vocational schools
2. Cooperative training
3. Apprenticeship or on the job training
4. Correspondence training
5. Accredited independent study programs
6. Tutorial assistance benefits
7. Flight training from September 30, 1990, to September 30, 1994

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

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

Financial Consumer Information

Conditions to Federal Financial Aid

Selective Service Registration (Men Only) http://www.sss.gov/

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

This requirement was for the disbursement of funds. These funds included: Federal Perkins Loan, Nursing Student Loan, Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Work-Study Program, Direct Loans, and Direct PLUS Loans.

Title IV Authorization

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

Academic Status

All financial aid awards carry these stipulations:

That you maintain satisfactory academic progress toward a degree, taking pre-requisite courses to become matriculated, or to obtain teacher certification.

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

For additional information on academic standards and what constitutes satisfactory academic progress at Utica University please visit the Academic Standards page.

After attempting 60 credit hours, you must have a 2.0 grade point average or higher to receive federal aid. In addition, full-time undergraduate students must complete at least 20 credits per academic year (average 10 per semester), with part-time undergraduate students completing at least 10 credits per academic year (average 5 per semester) graduate before attempting 180 credit hours (for majors requiring 120 credits) or graduate before attempting 192 credit hours (for majors requiring 128 credits). This is a Higher Education Amendments of 1986 (October 17, 1986) mandate.

Financial Aid Recipient Withdrawals

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

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

Failure to Withdraw Officially

Students are required to adhere to the University's official withdrawal policy when terminating their enrollment prior to the end of a given term.

Failure to withdraw officially will result in the Registrar Office determining a last day of attendance, and the student going through the Title IV earned aid calculation.

Rights and Responsibilities

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

Student Rights

Students have the right to know:

All available aid programs
Program application deadlines
Aid distribution methods and the policies and the financial resources considered when calculating your aid
The extent your determined financial need was met
The University's refund policy
University standards for satisfactory academic progress and what happens if you don't meet them
The amount of grant aid
If the aid includes loans:

- how much must be repaid
- the interest rate(s)
- pay back procedures
- the length of time to repay
- the time repayment must begin

Student Responsibilities

Students' responsibilities are to:

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

Things to Remember

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

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

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

Federal Work-Study will not be taken as a credit on student accounts; however, a payroll deduction form can be obtained from the Office of Student Financial Services.

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

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

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

Confirming the Financial Aid Award

Students have to actively accept or decline offered awards through Bannerweb.

Loan Information

- Federal Direct Student Loans

Master Promissory Note

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

Entrance Counseling

First time Federal Direct Student Loan (Subsidized/Unsubsidized) borrowers at the Utica University must complete the online loan entrance counseling before loan funds can be disbursed. Completion of the loan entrance counseling is a federal requirement

that discusses your rights and responsibilities as a Federal Direct Student Loan borrower. Entrance counseling is completed electronically at www.studentaid.gov.

Exit Counseling

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

Repayment

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

Procedures for Applying, Accepting, and Payment of Aid from Utica University

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

All prospective and returning matriculated students taking at least six hours at Utica University may apply for aid. Full-time (12 hours per semester) students may apply for all forms of aid described in the "Sources of Assistance" section. Matriculated students carrying at least six hours, but less than 12 hours, may be eligible for loans, Aid for Part-Time Studies (APTS), part-time TAP, and Federal grants. Some assistance may be available to matriculated students carrying three hours. See the Center for Student Success for details.

This includes College Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Higher Education Opportunity Program (HEOP), which are described in the “Sources of Assistance” section. Students applying for all other aid described in the “Sources of Assistance” section that indicates a specialized application procedure need not follow these directions.

Students Applying for Admission and Applying for Aid for 2022-2023

Students must file the 2022-2023 FAFSA (online method preferred) so it is received by Utica University. This can be completed at https://studentaid.gov.

Accepting the Award

1. Students will be sent an award letter. Students have to actively accept or decline offered awards through Bannerweb.
2. The students must provide documentation of all income by the deadline, if requested. Documentation includes, but is not limited to, federal tax transcripts, W2s, 1099 forms, and all untaxed income sources.

Students Currently Matriculated and Applying for Aid for 2022-2023

Students must file the FAFSA (online method preferred) to the Federal Student Aid Processor. This can be completed at https://studentaid.gov.

Accepting the Award

1. Students will be sent an award letter. Students have to actively accept or decline offered awards through Bannerweb.
2. Students must submit verification of their family's income, if requested. Verification includes federal tax transcripts, W2s, 1099 forms, and all untaxed income sources, etc.

Financial Aid Appeal Process

The letter of denial from the Office of Student Financial Services will describe the appeal process and a SAP appeal application will be provided. Examples of unusual or extraordinary circumstances are a personal injury or illness, death of a relative, or other personal circumstances. Unusual or extraordinary circumstances do not include: withdrawing from classes to avoid failing grades, not buying books and/or supplies, pursuing a second major or degree, etc. The appeal must explain how the unusual or extraordinary circumstances have been resolved so that the student will now be able to complete the required number of credit hours or attain the required grade point average.

The appeal must be submitted to the Center for Student Success for evaluation. The Director of Financial Aid will respond to the appeal in writing, within two weeks after the date of receipt. All SAP decisions are final, and students cannot appeal the decision.

If the appeal is approved and the college determines that the student should be able to meet cumulative SAP standards by the end of the fall semester, the student may receive aid during the fall semester while on financial aid probation. If the appeal is approved and the college determines that the student will require more than one semester to meet cumulative SAP standards, the college may develop an academic plan specifically for the student and the student may receive aid during the fall semester while on financial aid probation. All students on financial aid probation during the fall semester will have their SAP reevaluated before the spring semester. To remain eligible for financial aid during the spring semester, the student must be meeting cumulative SAP standards, or standards specified in their academic plan. Students who fail to make SAP by the end of the fall semester will have their future financial aid eligibility terminated and will be notified in writing by the Office of Student Success. As stated previously, students terminated from receiving financial aid can reestablish eligibility by successfully earning the cumulative credits and GPA required for SAP.

There is no limit to the number of appeals a student can submit if they can document there are new circumstances preventing the student from meeting SAP standards.

SAP appeals must be received by the last date of the semester for which they are appealing their eligibility. If a student does not submit an appeal by the deadline, they will lose their eligibility for federal and institutional aid and will be responsible for any charges remaining on their account.

If a student decides to change their academic major or add a second major, they are still responsible for meeting SAP for their program. Only credits that count towards the completion of their new degree can be used in determining whether or not a student has successfully obtained the passing level of 67% successful courses completed out of courses attempted.

Academic Standards

All students are expected to meet academic standards in order to receive need-based aid after their first semester of enrollment. The criteria for measuring academic standards are outlined below.

Federal/Institutional Standards - Undergraduate

Students must earn 67% of attempted credits by the end of each academic year in order to continue to receive federal/institutional aid. An academic year is defined as the fall and spring semesters. Summer may be used to make up deficiencies but students will receive no aid consideration for Summer. If a student has successfully appealed SAP for the Summer semester, they will be eligible for federal financial aid.

Standards for Receiving Aid:

All undergraduate students must earn 67% credits attempted per year and;
Maintain a cumulative GPA of 1.4 or better after their first academic year and a 2.0 or better after their second academic year and beyond.
Undergraduate students must complete their degree within maximum timeframe of 150% of the published length of the program.

Earned credit hours include:

Grades of A through D- or S (with credit)
Transferred credits - provided they meet degree requirements
Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

Completed credits - Passed (A through D-), Satisfactory (S)
Billed course hours
Repeated courses - both attempts
Withdrawals
Failures - Failed (F), Unsatisfactory (U), or No Credit (NC)
Incompletes (It is the responsibility of the student to notify the Office of Student Financial Services when the incomplete grade is changed to a letter grade.)
All accepted transfer credits (including consortium agreements and Study Abroad courses) toward the degree program
NOTE: P and NC are neutral grades that do not factor into the calculation of a term or cumulative GPA.

In accordance with the provisions of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), students may elect to utilize the option to have courses graded on a P/NC (Pass or No Credit) basis. Courses graded in this way will be recorded permanently on the transcript as such. Furthermore, P/NC grades for the Spring 2020 semester as a result of the qualifying emergency, COVID-19 pandemic, will be excluded from the quantitative component of satisfactory academic progress, i.e. the requirement to achieve completion of 67% of registered credits.

Federal/Institutional Standards - Graduate

Students must earn 67% of attempted credits by the end of each academic year in order to continue to receive federal/institutional aid. An academic year is defined as the fall and spring semesters. Summer may be used to make up deficiencies but students will receive no aid consideration for Summer. If a student has successfully appealed SAP for the Summer semester, they will be eligible for federal financial aid.

Standards for Receiving Aid:

All graduate students must earn 67% credits attempted per year and;
Maintain a cumulative GPA of 3.0 or better after their first academic year and beyond; and
Complete a master’s program within six (6) academic years of initiation.

Earned credit hours include:

Grades of A through C or S (with credit)

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

Completed credits - Passed (A through C), Satisfactory (S)

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U)

Incompletes (It is the responsibility of the student to notify the Office of Student Financial Services when the incomplete grade is changed to a letter grade.)

All accepted transfer credits (including consortium agreements and Study Abroad courses) toward the degree program

If a student decides to change their academic major or add a second major, they are still responsible for meeting SAP for their program. Only credits that count towards the completion of their new degree can be used in determining whether or not a student has successfully obtained the passing level of 67% successful courses completed out of courses attempted.

Note that withdrawing from a class may affect your financial aid. Withdrawals count as hours attempted and will affect the pace component of SAP. A “W” counts towards pace, and a “WF” counts towards pace and GPA. You should consult with Student Financial Services before withdrawing.

Federal regulations require that a student must progress through their program at a pace that will ensure graduation within the maximum timeframe. Progress is measured for students cumulatively. In order to graduate within the maximum timeframe, a student must earn at least 67 percent of their attempted credits.

Maximum Timeframe for Undergraduate Degree Completion

Federal regulations specify that a student must complete his/her degree within 150% of the published length of the program. For example, if a degree program requires 120 credits for completion, the maximum time frame is 180 attempted credits (120 x 150% = 180). Credits counted in the maximum time are all attempted credits (even when not a financial aid recipient). Federal regulations do not allow for the exclusion of courses in which a student has remained past the drop period and earned a grade of ‘W” from its calculation of the maximum time frame. Students who change their major or add a second major still must adhere to the maximum time frame requirements.

Important Note: ABSN Degree Completion

Students in the Accelerated Bachelor of Science in Nursing program are required to comply with specific requirements regarding progress in academic, clinical, and behavioral criteria. A minimum grade of C+ (77%) is required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Failure to achieve the minimum grade of C+ in the repeated course or failure of two courses within the same semester will result in academic dismissal from the nursing program.

If a student believes he or she has been treated unfairly by the University, please see the Student Complaint Process.

Maximum Timeframe for Graduate Degree Completion

Federal regulations specify that a student must complete his/her degree within 150% of the published length of the program. For example, if a degree program requires 120 credits for completion, the maximum time frame is 180 attempted credits (120 x 150% = 180). Credits counted in the maximum time are all attempted credits (even when not a financial aid recipient). Federal regulations do not allow for the exclusion of courses in which a student has remained past the drop period and earned a grade of ‘W” from its calculation of the maximum time frame. Students who change their major or add a second major still must adhere to the maximum time frame requirements.

Glossary of Satisfactory Academic Progress (SAP) Terms

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

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

Cumulative Grade Point Average - grade point average over the student's career at Utica University.

Withdrawals - are not considered in the charts as attempted, completed, or accrued credits.

Repeated courses - are considered as the credits enrolled and completed. The repeated course will not increase the accrued credit hours.

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

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

Failure to Meet Academic Standards

Students who fail to make satisfactory academic progress (SAP) will lose eligibility for financial aid from federal, state, and University sources. Students may apply for a SAP appeal for the reinstatement of aid on the basis of physical illness or extraordinary personal difficulty due to unusual circumstances. The Executive Director for Student Success will consider the student's full history when determining if a SAP appeal is appropriate. For further details regarding aid reinstatement, contact the Center for Student Success.

Refund Policies

Return to Title IV Federal Refund Policy

This policy is for all students receiving Federal and Institutional aid who completely withdraw from classes or students who unofficially withdraw by ceasing to attend classes.

Federal financial aid (Title IV funds) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or stops attending all of their classes before completing more than 60% of the enrollment period, the student may no longer be eligible for the full amount of federal financial aid the student was originally awarded.

A student who withdraws or stops attending a class that only meets for part of the term and who is not attending another class at that time may provide a written statement to the college indicating their intent to attend the future class within that term. If the student does not submit the statement or submits the statement and doesn’t actually attend, the student is considered a withdrawal and a Return to Title IV calculation must be completed.

A student’s federal aid must be recalculated based on the number of days the student actually attended classes. This return calculation is not the same as the University’s tuition refund policy.

A simple equation to explain the process is:

(% of term completed) x (total aid awarded) = earned aid

(Total aid awarded) (earned aid) = unearned aid to be returned to federal government

The University is required to return unearned financial aid to the federal government for all withdrawals.

If there are any outstanding financial obligations to the University a hold will be placed on your student account and it will prevent all requests for transcripts, registration, and graduation.

If you are considering dropping or withdrawing from your courses, please contact the Office of Student Financial Services immediately regarding the financial implications of this decision.

Return to Title IV funds are processed as soon as possible but no later than 45 days after the school determined that the student withdrew.

Financial Aid funds are returned to the Federal Department of Education in the following order:
Unsubsidized Direct Loans (other than Direct PLUS Loans)
Direct PLUS Loans

If a student is subject to an overaward of Federal financial aid funds they will only become overpayments if Utica University cannot correct them before funds are disbursed to a student. An overpayment exists when some or all of the funds that make up an overaward have been disbursed to the student.

If a student is responsible for repaying the overpayment and the student withdrew after the 60% point in the payment period or period of attendance, as applicable, Utica University will attempt to collect the overpayment from the student by issuing a student bill for immediate payment. If the college is unable to collect the overaward from the student, the student will be reported to the Department's Default Resolution Group for future collection actions.

Return to Title IV Federal Refund Policy for Programs Offered in Modules

A program is considered to be offered in modules if a course or courses in the program do not span the entire length of the payment period or period of enrollment. For example, for online programs at Utica each semester is 16 weeks, but each course is only 8 weeks. This means that our online programs are considered modular programs.

As defined in the October, 29, 2010 final regulations, for all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment unless the institution has written confirmation from the student that they will attend a module that begins later in the same enrollment period.

The regulations require the institution to determine whether Title IV funds must be returned based on the number of days actually completed versus the number of days the student was scheduled to attend in the payment period. The new regulations prevent students from enrolling in modules spanning the period, completing a portion of the period, and retaining all aid for the period.

Schools can determine whether a student enrolled in a series of modules is a withdrawal by asking the following questions:

After beginning attendance in the payment period or period of enrollment, did the student cease to attend, or fail to begin attendance in a course s/he was scheduled to attend?

If the answer is NO, this is not a withdrawal.
If the answer is YES, go to question 2.

When the student ceased to attend or failed to begin attendance in a course s/he was scheduled to attend, was the student still attending any other courses?

If the answer is YES, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply.
If the answer is NO, go to question 3.

Did the Student confirm attendance in a course in a module beginning later in the period (for non-term and nonstandard term programs, this must be no later than 45 calendar days after the end of the module the student ceased attending)?

If the answer is YES, this is not a withdrawal, unless the student does not return.
If the answer is NO, this is a withdrawal and the Return to Title IV Funds requirements apply.

Refund Policy for Undergraduate Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her Financial Aid Counselor to discuss the financial implications of the withdrawal. The student may need to receive an official withdrawal code from the Financial Aid counselor to complete the process. Any refund resulting from completion of the process will be issued within 30 days. Title IV recipients, please be aware, any financial aid withdrawal calculations are based on the last date of academic activity in the course(s).

Please be aware - this may affect any financial aid and the billing statements. Any concerns, please contact a Financial Counselor in the Center for Student Success at 315.792.3179 or sfs@utica.edu.

Tuition refund for complete withdrawal:

> 100% refund on or before the scheduled drop/add deadline for the period of enrollment (up until midnight EST)
> Thereafter, no refund will be given.

Refund Policy for Online Graduate Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her Student Financial Services (SFS) counselor to discuss the financial implications of the withdrawal. The student may need to receive an official withdrawal code from the SFS counselor to complete the process. Any refund resulting from completion of the process will be issued within 30 days. Title IV recipients, please be aware, any financial aid withdrawal calculations are based on the last date of academic activity in the course(s).

Please be aware - this may affect any financial aid and the billing statements. Any concerns, please contact a Financial Counselor in the Office of Student Financial Services at 315.792.3179 or sfs@utica.edu

Tuition refund for complete withdrawal:

> 100% refund on or before the scheduled drop/add deadline for the period of enrollment (up until midnight EST)
> Thereafter, no refund will be given.

Unofficial Withdrawals (non-attendance)

Any student who stops attending his or her classes during the semester without officially withdrawing from the University is considered an unofficial withdrawal. The University is required to return unearned financial aid to the federal government for all unofficial withdrawals in the same manner as students who withdraw officially.

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

Refund Policy Frequently Asked Questions

When do students need to receive a “code?”

> Answer: Anytime a student drops all of their courses.

Can cancellation be made by phone or in person?

Answer: Students wishing to withdraw from all active courses for which s/he is registered may inform the school of their intent either via phone, email, or in person. The date of this contact is used as the student's withdrawal date. All students who are withdrawing from their courses are required to submit a Complete Withdrawal Form, which can be found on the Registrar's page of the Utica University website.

Is a refund ever given but the registration fee/application fee kept by the institution?

Answer: The application fee is refundable. The tuition deposit is non-refundable.

What happens if the school does not accept the student or cancels the program?

Answer: Students must be accepted prior to paying their deposit. In the rare event of a program being cancelled, students will be taught out (i.e. given the opportunity to complete their program at Utica University).

How long is the drop/add period?

Answer: One week.

Net Price Calculator

Utica University 's Net Price Calculator is a tool designed to provide first year students and their families an early indication of what the net price for a Utica University education may be based on academic achievement and need. Each student's calculator results will include the amount and types of financial aid s/he may qualify for if s/he enrolls at Utica as a full-time college freshman. A more accurate financial award package is provided upon admission with a valid FAFSA (Free Application for Federal Student Aid). http://www.utica.edu/npc

Student Life

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

Academic resources and offices that are important to be aware of include:

Frank E. Gannett Memorial Library – resources and assistance such as online databases, video tutorials, 24/7 Chat with a Librarian, interlibrary loans, and a Library Coordinator for Distance Education are available to all Utica University students regardless of major or geographic location. See: www.utica.edu/academic/library

Smarthinking Online Tutorial Services – free of charge to all undergraduate Utica University students, 24 hours a day, seven days a week. Log in at: https://smarthinking.utica.edu

Office of Learning Services – for information, see www.utica.edu/student/development/learning

Office of Student Success – Success Coaches are available onsite for students. Online, graduate students will be assigned a single point of contact – a Success Coach who will assist you with curricular information, course sequencing, registration information, policies, and procedures.

The following services are available to provide Utica University students with support, services, and additional resources:

BayCare's Student Assistance Program – a voluntary and confidential counseling service for St. Petersburg, and Miramar students facing personal problems that may interfere with academic success. Toll-free helpline: (800) 878-5470, 24 hours a day, seven days a week.

There are key policies and procedures that are important for you to be aware of, which include (but certainly are not limited to):

Code of Student Conduct and the student conduct process
Information on Title IX and related processes
Policies on sexual misconduct, sexual harassment, intimate partner violence, stalking, hazing, and bias-related behavior/hate crimes
Policy on distribution of copyrighted material and peer-to-peer file sharing
The Annual Campus Safety Information and Statistics Report

Finally, you may be thinking about what happens next, after you graduate from Utica University. If so, some key resources will be:

Office of Career Services
Utica University Alumni Association
Office of Alumni and Parent Relations

Course Descriptions

The figure following the title of the course indicates the credit hours per term. Courses that extend through two terms are shown as follows: 3, 3. Courses that are one term only are shown by: 3. Courses with variable credit are shown with the range of credit available, for example: 1-6.

The University reserves the right to cancel any course if registration does not justify continuance and to make changes in curricula at any time.

Accounting

ACC 201 Financial Accounting (3)

Financial statement communication, information processing, measuring business income. Measurement and analysis of gross margin, short-term and long-term liabilities, cash flow.

ACC 202 Managerial Accounting (3)

Using accounting information for managerial decisions. Product costing, activity-based costing and activity-based management. Cost behavior and decision-making, budgeting, capital investment decisions, performance evaluation. Prerequisite(s); if any: ACC 201.

ACC 301 Intermediate Accounting I (3)

A study of accounting theory and financial statement disclosure requirements relating to current and long- lived assets. Topics include a review of the accounting cycle, cash, accounts receivable, inventory, property, plant, and equipment, and intangible assets. Prerequisite(s); if any: ACC 201.

ACC 302 Intermediate Accounting II (3)

Continuation of Accounting 301. The focus of this course will be on theory, practice, and procedure relative to long-term liabilities and equity. Topics include income taxes, pensions, leases, stockholders' equity, stock-based compensation, earnings per share, and statement of cash flows. Prerequisite(s); if any: ACC 301.

ACC 307 Accounting Information Systems (3)

Accounting information and technology; elements of an accounting system; internal controls; business processes; documentation; systems planning and analysis; systems implementation and control. Prerequisite(s); if any: ACC 202.

ACC 333 Cost Management (3)

Decision models and methods for estimation and management of business costs, budgeting, activity-based cost systems, strategic cost management. Prerequisite(s); if any: ACC 202.

ACC 344 Income Tax Accounting (3)

A study of federal income tax laws and regulations related to individuals. Topics covered will include: income inclusions, income exclusions, deductions, losses, property transactions and calculation of tax liability as well as credits. Prerequisite(s); if any: ACC 201

ACC 401 Auditing (3)

The study of external audit practice and reporting on financial statements. The study of audit standards, the demand for auditing and regulatory, legal, and ethical influences on auditors. Review of audit objectives, evidence, control environment, and risk assessments. Prerequisite(s); if any: ACC 302 and ACC 307.

ACC 403 Accounting for Multinational Business (3)

Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite(s); if any: ACC 302.

ACC 406 Forensic Accounting and Fraud Auditing (3)

Integration of accounting, auditing and fraud investigative skills. Resolution of accounting ‘irregularities.’ Use of auditing case studies for analyzing documents and internal controls, tracing funds, examining business interruption losses, and preserving and preparing evidence.

All-College

UCC 101 First Year Seminar (1)

Introduction to college life and work. Academic skills development, values clarification, critical thinking, problem solving, communication skills, conflict management, and cultural diversity.

Anthropology

ANT 251 Native American Culture and History (3)

Survey of cultures of native North Americans, from original peopling of the continent to the present. Emphasizes dynamism, ingenuity, and integrity of Native American cultures, and the history of their contact with Europeans.

ANT 415 Cultures, Health, and Healing (3)

Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite(s); if any: ANT 101 or SOC 151 or Permission of Instructor.

Biology

BIO 101 Anatomy & Physiology I with Lab (4)

Structure and function of the human body, including cells, tissues, skin, and the skeletal, muscular, and nervous systems.

BIO 102 Anatomy & Physiology II with Lab (4)

A continuation of BIO 101 examining the structure and function of the human body including the endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive systems.
Prerequisite(s); if any: BIO 101.

BIO 105 Fundamentals of Biology (4)

An overview of the most important concepts in biology with an emphasis on concepts that are fundamental to learning biology in more advanced coursework and an understanding of how biology affects our everyday lives.

BIO 131 Online Anatomy & Physiology I with Lab (4)

This course is an introduction to human anatomy and physiology including basic body terminology, biological chemistry, cellular structure and function, tissues structure and function, and structure and function of organ systems including skin, bone, skeletal muscle and nervous system.

BIO 132 Online Anatomy & Physiology II with Lab (4)

This course is an introduction to human anatomy and physiology, focusing on the structure and function of organ systems including endocrine, reproductive, renal, respiratory, digestive, cardiovascular, and lymphatic system. Prerequisite(s); if any: BIO 101 or BIO 131.

BIO 201 Gross Anatomy with Lab (4)

Human anatomy with emphasis on structure and function of the neuromusculoskeletal system of the extremities and back. Laboratory involves examination and identification of these structures through dissection of human cadavers. Prerequisite(s); if any: Open only to students accepted in Occupational Therapy or Physical Therapy programs or with permission of the instructor. BIO 101 and BIO 102.

BIO 202 Neuroanatomy and Neurophysiology with Lab (4)

Study of the structures and function of the human nervous system as a basic for clinical treatment techniques. Prerequisite(s); if any: BIO 201 or Permission of Instructor.

BIO 203 Microbiology (4)

Introduction to microbiology with emphasis on pathogenic micro-organisms, their role in disease, their inhibition and destruction; principles and techniques of bacteriology. Not open to biology majors. Prerequisite(s); if any: BIO 101 and BIO 102.

BIO 204 Basic Microbiology for Health Care Professionals (4)

Basic principles of general and medical microbiology. Lecture and online lab and experiential exercises. Prerequisite(s); if any: BIO 101 and BIO 102.

BIO 205 Human Nutrition (3)

Study of dietary factors required for human growth and health, underlying bases of these requirements, and specific components available to meet these needs. Pre- or Co-Requisite(s): CHE 211 and BIO 102.

BIO 211 General Biology I with Lab (4)

Study of life as characterized by cell organization and structure, release and utilization of energy, photosynthesis growth and reproduction, interaction with the environment, Mendelian inheritance, genetic technology, and change over time. Laboratory experiences reflect lectures and expose students to scientific methodology, hypothesis building and testing, various qualitative and quantitative data collection and analysis.

BIO 214 Biology of Aging (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors.

Business Law

BUL 301 The Legal Environment of Business (3)

Introduction to the legal system, sources of law, dispute resolution, government regulation of business, law related to employment, the environment, product liability, securities and antitrust.

BUL 302 Law of Business Organizations (3)

Law of business transactions: contracts, agency, negotiable instruments, insurance, property, and professional liability.

Chemistry

CHE 118 Chemistry for Nursing Professionals (4)

This course is designed to provide the chemical background and biochemical context needed to move forward in the study of the human body and the nursing profession.

CHE 211 General Chemistry I with Lab (4)

Atomic and molecular structure used to develop fundamental principles of physical and chemical properties of all matter. Modern applications of chemistry. States of matter, symmetry, reactivity, kinetics, oxidation/ reduction, acid/base, organic and biochemical structures. Lecture and laboratory. High school chemistry and algebra helpful but not required.

CHE 212 General Chemistry II with Lab (4)

Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, nonmetals, organic chemistry, biochemistry. Three hours of lecture/demonstration/discussion and three hours of laboratory per week. Prerequisite(s); if any: CHE 211

CHE 263 Introduction to Organic & Biochemistry with Lab (4)

Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Prerequisite(s); if any: CHE 211.

Communication Arts

CMM 101 Interpersonal Communication (3)

This course is designed to help you understand fundamental concepts, processes, and contexts related to relational communication. You will become aware of the importance of interpersonal communication in various contexts: in your personal life, in your interactions with your family and friends, at work, and online. An important goal of this course is to develop your relational communication competence by increasing your repertoire of communicative choices.

CMM 103 -Introduction to Public Speaking (3)

The ability to speak in public is a valuable tool in any career. This course examines fundamental principles of public speaking, focusing on informative and persuasive messages. Students will learn to choose interesting topics, research and organize content, and present speeches using effective vocal and nonverbal delivery skills. Other important elements of this course include an understanding of how to successfully address different audiences, how to effectively use presentation aids, and the role that public speaking plays in our world today.

CMM 181 Introduction to Mass Communication (3)

The mass media play a significant role in your life. Books, newspapers, magazines, movies, music, radio, television, and the Internet are sources of information and entertainment that provide a shared cultural experience. The mass media have also historically shaped our economy and continue to be powerful channels for commerce. Introduction to Mass Communication inspires you to look at the mass media from a historical and critical perspective, and encourages you to become an informed consumer of media.

CMM 325 Intercultural Communication (3)

This course explores the opportunities and problems encountered when cultural differences complicate the communication process. This includes situations in which there are major differences in ethnicity and nationality, however problems also arise in communication between people who differ on other cultural dimensions, such as variations in gender, ethnicity, religion, social class, occupation, geography/place of origin, age, sexual orientation, and other significant cultural dimensions such as musical preference, and political affiliation. Particular attention will be given to contemporary sources of conflict and problematic relationships, and how to manage and resolve intercultural communication problems.

COM 337 Health Communication (3)

Role of human communication in various aspects of health care, including patient/caregiver relationships, cultural influences, media coverage, and political, legal, and economic implications. Prerequisites: COM 101 or COM 103.

Computer Science

CSC 101 Computer Science I (3)

Overview of computer science. Introduction to algorithms, elementary data structures, program design, and programming utilizing a block structured programming language. Lecture and laboratory.

CSC 117 Microcomputers and Application Software (3)

Introduction to basic terminology and applications of computers including: operating systems, word processing, spreadsheets, and presentation software.

CSC 118 The Internet: Information Retrieval and Organization (3)

Basic concepts and usage of databases. Understanding and using the Internet with special emphasis on the use of search engines and directories to locate information. Using databases to organize information.

CSC 201 Discrete Mathematics (4)

First course in abstract mathematical structures with emphasis on material needed for applications to computer science. Introduction to different number systems, data types, computer arithmetic, Boolean algebra, direct and indirect proofs, and mathematical induction. Lecture and Recitation.

CSC 207 Linux for Security and Forensics (3)

Introduction to the basics of the Linux operating system for Justice Studies, computer forensics, and network security administration.

CSC 217 Computer Programming for Business Applications (3)

Computer aided problem solving in the business environment. Efficient use of spreadsheet software. Macro programming. Creating solutions from built-in functions and features. Prerequisite(s); if any: CSC 117.

CSC 225 Introduction to the UNIX Operating System (3)

Architecture of UNIX: organization, file system, process management, UNIX Shells and Shell programming, networking, security, and the Internet. Lecture and Laboratory. Prerequisite(s); if any: CSC 101.

CSC 316 Object-Oriented Programming (3)

Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisite(s); if any: CSC 101 and CSC 102.

CSC 323 Introduction to Networks (3)

Topic include network types and communication models, hardware components, applications, protocols, standards, internetworking and routing concepts, OSI Model, TCP/IP, LAN and WAN networking technologies. Prerequisite(s); if any: CSC 101.

Criminal Justice

CRJ 101 Seminar in Justice Studies (1)

Basic research/writing principles that should be applied to Justice Studies as a field of study. Introduction to criminological research methods and APA.

CRJ 103 Introduction to Criminal Justice (3)

History, theory, and structure of the criminal justice system emphasizing substantive and procedural criminal law; police, prosecution, defense, courts, institutional and community corrections; juvenile justice subsystem.

CRJ 208 Ethics in Criminal Justice (3)

We explore the role of ethics in the operation of the criminal justice system. Emphasis is on how to use critical thinking to identify and resolve ethical dilemmas associated with crime control.

CRJ 212 Policing Theory and Practice (3)

Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends.

CRJ 221 Issues in Juvenile Justice (3)

Philosophy and methods of criminal justice programs for the prevention and control of youth crime. History of juvenile justice system, police handling of juveniles, the juvenile court, detention, and treatment of offenders.

CRJ 222 Criminal Justice Communications (3)

Research, writing, oral, and visual communication skills related to criminal justice. Review of ethics, professionalism, and critical thinking involved in the criminal justice communication process. Prerequisite(s); if any: CRJ 103.

CRJ 224 Corrections Theory and Practice (3)

Overview of probation, jails, prisons, and parole. Incarceration rationales, methods of dealing with offenders, organizational theory, inmate social systems, and program effectiveness.

CRJ 232 Economic Crime Theory (3)

Typology of economic crime. Study of theory, causation, and victimization relating to economic crimes.

CRJ 235 Courts Theory and Practice (3)

Legal origins of American criminal courts, court procedures and trial process, sentencing and appeals. Topics also include roles of prosecution, defense, judges, juries, the media, and the public.

CRJ 250 Community Corrections and Sentencing Alternatives (3)

Major theoretical and operational concepts related to probation, parole, and alternatives to incarceration at state and federal levels.

CRJ 274 Theory- and Evidence-based Crime Policy (3)

This course unites theory, evidence, and policy to help students understand why the United States approaches crime control the way it does-and why these approaches keep failing. Students will critically examine the ideological and theoretical foundations as well as empirical evidence of effectiveness for contemporary crime policy and practice. Topics include the evidence-based crime policy movement, what "success" means for crime policy, ideological distinctions in and bases for crime policy preferences, theoretical underpinnings of crime policies, and evaluation research on crime policies. Students will be challenged to propose a multi-pronged approach to a specific crime problem and will need to pitch it in a way that is responsive to ideological resistance.

CRJ 303 Policing Communities (3)

Focused study of evidence-based, community-oriented policing strategies. Topics include problem-oriented policing, hot spots, multi-agency partnerships, and building community trust. Prerequisite(s); if any: CRJ 103.

CRJ 305 Terrorism (3)

Overview of terrorism and counterterrorism in global and domestic contexts. Introduction to evolving definition and models of terrorism, causes, key events, countermeasures. Origins, structure, and activities of terrorism, and socio-cultural environments that lead to terrorism.

CRJ 307 Homeland Security and Counterterrorism (3)

America's National Critical Infrastructures. Safeguarding and managing them when under threat. Key asset identification, threat and vulnerability analysis, risk assessment and management, crisis and consequence management, and related Counter Terrorism technologies. Defense, government-wide, and non-government information systems. Importance of strategic and contingency planning, systems integration, and information sharing.

CRJ 311 Emergency Management (3)

Overview of the Emergency Management response cycle: Planning, Response, Recovery, and Mitigation. Introduction to FEMA, the Incident Command System, and the National Incident Management System.

CRJ 313 Corruption and Organized Crime (3)

Development of organized crime in the United States and its impact on social, economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite(s); if any: CRJ 103 or equivalent.

CRJ 314 Modern Techniques in Crime Investigation (3)

Theory and practice of modern investigation methods for public and private sector agencies. Techniques and procedures for evidence collection, preservation, and presentation. Reviews investigation resources, including crime laboratory and databases. Prerequisite(s); if any: CRJ 103 or equivalent.

CRJ 321 White-collar Criminology (3)

History, definitions, categories, offenders, victims, trends, theories, policies, and societal reactions to corporate and other forms of white-collar crime. Prerequisite(s); if any: CRJ 103.

CRJ 324 Violence in the Workplace (3)

Different types of violence and how they occur in the work setting. Designed to accommodate many different areas of interest, not just law enforcement. Prerequisite(s); if any: Junior Standing.

CRJ 327 Assessing Evidence in Criminal Justice (3)

Noting how “evidence” is used and understood differently in the practice versus the study of criminal justice, this course critically examines the purpose, role, uses, sources, and credibility of evidence across both domains. After considering what evidence is and is not, the types of questions for which evidence is needed, and the complementary roles of evidence and logic in answering criminal justice questions and being a critical consumer of criminal justice claims, the course focuses on how evidence is used in the practice of criminal justice and how evidence is used in criminological research.

CRJ 334 Economic Crime Investigation (3)

White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite(s); if any: CRJ 103 or equivalent.

CRJ 335 Cybercrime Law and Investigations (3)

Cybercrimes, including computer crimes, Internet fraud, e-commerce, and threats to the national infrastructure. Policies, legal issues, and investigation techniques and strategies, and the implications for investigation and enforcement on a global scale.

CRJ 336 Information Privacy (3)

Principles of privacy relating to non-public personal information and proprietary business or government information, including policy issues; legal, regulatory and business controls; and best practices. Prerequisite(s); if any: CRJ 103 or Permission of Instructor.

CRJ 342 Law and Justice (3)

Understanding of criminal law by providing a framework for substantive criminal law in the United States. Emphasis is on how the Constitution affects the criminal justice system and people in it.

CRJ 343 Introduction to Law of Economic Crime (3)

Government and judicial regulations of financial institutions, commercial entities, their agents, and employees in relation to economic and business crime. Constitutional issues in investigations by governmental and corporate entities in both a substantive and procedural context.

CRJ 347 Fraud Prevention and Detection Technologies (3)

Types of proactive technology programs and tools used to prevent and detect the occurrence of fraud in face-to-face transactions, e-commerce and e-business. Includes development and implementation of business models for production of prevention and detection products and techniques.

CRJ 351 International Criminal Justice: Issues and Comparisons (3)

Policing, court, and correctional systems can vary drastically from one country to the next, with potentially serious consequences to a visitor unfamiliar with how a nation's justice system works and interacts internationally. Student research, both at the macro and micro level, will expose such differences- and commonalities- existing between countries around the world. This course will also examine topical issues, such as terrorism, and world events, such as the Olympics, to determine how respective criminal justice systems are impacted. Prerequisite(s); if any: CRJ 103.

CRJ 353 Fraud Prevention Techniques (3)

Methods and techniques for fraud prevention, including assessment for risk of fraud, fraud controls, data mining and data security. Regulatory mandates and best practices. Prerequisite(s); if any: CRJ 232

CRJ 354 Payment Systems and Fraud (3)

Study of modern payment systems from global perspective. Exposure to fraud within payment systems. Techniques for fraud prevention, detection, and investigation. Prerequisite(s); if any: CRJ 232 or Permission of Instructor.

CRJ 358 Introduction to Intelligence Studies (3)

Foundational aspects of intelligence studies. Collection and analysis of intelligence information from the perspective of national security, law enforcement and business. Prerequisite(s); if any: CRJ 103.

CRJ 365 Advanced Issues in Economic Crime (3)

In-depth focus on specific area of economic crime. Theory and methodology, including typical fraud schemes, case studies and investigative best practices. Course may be taken twice if student studies different topic. Prerequisite(s); if any: CRJ 232 and CRJ 334.

CRJ 373 Data Intelligence (3)

This course introduces the concept of data analysis as students make the connection between computational outputs, social media, and multi-platform communication. Concepts, tools, and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of information gathering tasks. Students will use data and written and visual analysis to explore larger regional questions. Students will take part in weekly data sprint exercises before choosing one criminal justice-related topic to investigate for the semester. Students will also be responsible for creating one multimedia project for their final grade.

CRJ 378 Research Methods and Data Analysis in Criminal Justice (3)

Data-driven, evidence-based crime policy and practice. Whether responding to incidents as they unfold, trying to determine places and times experiencing a disproportionate amount of crime, or guiding the efficient allocation of limited policing resources, crime analysis now plays a central role in American policing at the local, state, federal, and international levels. This class focuses on pattern identification and problem analysis, focusing on identifying short-term crime problems and understanding long-term problems. Students will learn how to collect, organize, analyze, and interpret quantitative and qualitative data using primary and secondary data sources and research techniques, as well as how to present analytical results effectively.

CRJ 382 Administrative Issues in Criminal Justice (3)

Issues in the organization and management of criminal justice agencies, including police departments, prosecutors' offices, courts, jails, prisons, and community corrections.

CRJ 384 Data Analysis in Criminal Justice (3)

Introduction to the computer analysis of criminological data and descriptive and inferential statistics. Includes basic procedures for hypothesis testing, correlation, regression analysis, and analysis of continuous and dichotomous variables. Prerequisite(s); if any: CRJ 103 and SOC 376.

CRJ 426 Race, Ethnicity, and Criminal (In)Justice? (3)

The United States has historically linked race and ethnicity to crime and justice. While public perceptions and media images reinforce the notion that most criminals are racial/ethnic minorities, research consistently documents that the average criminal is white. Much theory and research, moreover, paints a picture of the U.S. criminal justice system that is plagued by racism and discrimination. In this course, students will be exposed to credible evidence on connections between race/ethnicity/immigration and crime/justice. Students will also examine contemporary policy issues such as mass incarceration and over-policing of ethnic and racial minorities and then challenge popular and historical misperceptions, such as how crime is a “black problem,” that being a racial/ethnic minority predisposes people toward criminality, how people convicted of crime have only themselves to blame, or that we have done enough already to our criminal justice system to ensure fair and just treatment for all.

CRJ 444 Fraud and Compliance Operations (3)

Processes and procedures unique to operationalization of fraud prevention, detection, and investigation functions in both public and private organizations, including compliance mandates. Prerequisite(s); if any: CRJ 232, CRJ 334 and CRJ 353.

CRJ 461 Proseminar in Justice Studies (3)

Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite(s); if any: Permission of Instructor.

CRJ 470 Criminal Justice – Internship (6 to 15)

Participation on staff of criminal justice agency under co-supervision of faculty and agency personnel. Field experience, weekly readings, online discussions, and writing assignments designed to combine theory and professional practice. Prerequisite(s); if any: Permission of Instructor.

CRJ 475 Senior Project (3)

Senior level research project on policy issue determined after consultation with faculty supervisor. Prerequisite(s); if any: Permission of advisor is required.

Cybersecurity

CYB 101 Introduction into Cybersecurity (1)

The purpose of this course is to introduce students to the basic concepts of cybersecurity including cryptography, data hiding, steganography, computer forensics, and cyber investigations. Delivery methods include lectures and demonstrations. Assessment will include individual hands-on assignments, team exercises, and tests. The course culminates with presentations from students based on a combined team activity blending concepts learned throughout the course.

CYB 107 Computer Hardware and Peripherals (3)

Computer hardware and peripherals and other digital media used in commission of cyber-crimes. Hands-on examination of devices, including building, configuring, upgrading, troubleshooting, diagnosis, and repair.

CYB 201 Introduction to Cyber Operations (3)

This course provides introductory guidelines for cyber operations that include examining networks and data under attack, studying the operation of network protocols and services, and analyzing the network infrastructure. Students are introduced to methodologies and techniques used to prevent network access and attacks. Students investigate endpoint vulnerabilities and attacks while identifying network security alerts and analyzing network intrusions. Incident response models used to manage security incidents are discussed. Prerequisite(s); if any: CYB 107.

CYB 205 Software Foundations for Cybersecurity (3)

Overview and exploration of software and technology foundations for cybersecurity and information assurance majors.

CYB 228 Cyber Technology for Criminal Justice (3)

Introductory concepts related to the influence of cyber technologies on the modern criminal justice organization. Topics include information technology, cybersecurity, social networking, cloud computing, cryptography, data hiding, anonymity, and surveillance.

CYB 333 Information Security (3)

Protection of proprietary information in both the corporate and government sectors. Topics include: information as a resource, legal issues, policy formulation, administrative and technical remedies, and case studies.

CYB 337 Computer Network Investigations (3)

Study of the technology, laws, regulations, ethics and procedures for conducting computer network investigations. Prerequisite(s); if any: CYB 333.

CYB 338 Applied Cryptography (3)

The purpose of this course is to provide students with a basic ability to understand where and how cryptography is applied in both public and private organizations. The course will cover basic codes and ciphers along with modern and advanced cryptographic techniques. Topics to be covered in this course include: symmetric and asymmetric cryptography, public key cryptography, file hashing, digital signatures, wireless encryption techniques and steganography. Prerequisite(s); if any: CYB 333.

CYB 339 Cyber Operations Tools (3)

Students will learn how to develop, run, and analyze the output of computer programs and scripts for cyber operations, cybersecurity, and computer forensics applications and about how to develop a virtualized computing environment that will be used to work with cyber operations tools. Prerequisite(s); if any: CSC 101 and CYB 337 or CSC 323.

CYB 348 Information Assurance Risk and Compliance (3)

Rules, regulations and issues related to information assurance, compliance, standards, and risk. Topics addressed in the course cover risk assessment and management from healthcare, financial, privacy, and government perspectives. Prerequisite(s); if any: CYB 333.

CYB 355 Cybercrime Investigations and Forensics I (3)

Intrusion detection methodologies, tools and approaches to incident response. Computer forensic principles, including operating system concepts, registry structures, file system concepts, boot process, and file operations. Introduction to forensic tools. Prerequisite(s); if any: CRJ 103 and CYB 228.

CYB 356 Cybercrime Investigations and Forensics II (3)

Digital information retrieval methods. Exercises for search, recovery, imaging, analysis, and preservation of evidence on disk drives and other storage media. Advanced topics such as disk geometry and analysis of UNIX systems. Prerequisite(s); if any: CYB 355.

CYB 362 Information System Threats, Attacks, and Defense (3)

Methods and motives of cyber-security incident perpetrators, and the countermeasures employed to organizations and agencies to prevent and detect those incidences. Ethical obligations of security professionals.

CYB 435 Mobile Device Forensics (3)

This course presents students with concepts and processes required to develop and execute a Mobile Forensics investigation. The student will interpret and execute tasks related to cellular device data storage; cellular network functionality; evidence collection, preservation, and examination techniques; results verification; and the forensic process. Students will select and evaluate mobile forensic tools through hands-on practical exercises and research presentations. This course constructs foundational knowledge for the digital forensic investigator and practitioner. Prerequisite(s); if any: CYB 333, CYB 355, and CYB 356.

CYB 438 System Vulnerability Assessment (3)

Threats to information systems and process for performance of audits, assessments, penetration tests, and architecture reviews. Use of tools for such studies and practical experience in conducting assessments and preparing reports. Prerequisite(s); if any: CYB 333.

CYB 439 Introduction to Malware Analysis (3)

This is an introductory course on the analysis of malicious software and addresses basic concepts of malware, how malware is constructed, anti-virus technology, and how to analyze malware. Prerequisite(s); if any: CSC 101, CYB 333, and CYB 362.

CYB 445 Incident Response and Forensic Investigations (3)

This course presents students with concepts and processes required to develop and execute an incident response and forensic investigation plan. The student will experiment with basic understanding of incident response capabilities, evidence handling procedures, and remediation. Students will test security tools and technologies through hands-on practical exercises and research presentations. This course builds foundational knowledge for incident response and network forensics practitioners. Prerequisite (s); if any: CYB 333, CYB 337, CYB 355, and CYB 356.

CYB 455 Cybercrime Investigations and Forensics III (3)

Theory and techniques for tracking attackers across the Internet. Practical exercises from case studies of Internet-based crimes. Prerequisite(s); if any: CYB 356.

CYB 457 Network Forensics (3)

The purpose of this course is to provide students with an understanding of the technology, procedures, laws, regulations, and ethics related to network forensics. Prerequisite(s); if any: CYB 355, CYB 356, and CYB 455.

Economics

ECN 131 Principles of Microeconomics (3)

Principles of economics with major emphasis on the theory of the market system (microeconomics), the economics of international trade, and current economic problems.

ECN 141 Principles of Macroeconomics (3)

Principles of economics with major emphasis on the system as a whole (macroeconomics) and the role of government through fiscal, monetary, and other policies to maintain full employment without inflation.

ECN 241 Statistics (3)

Application of statistical methods in management and economics. Descriptive statistics, probability, normal curve sampling, confidence, and regressions. Prerequisite(s); if any: Completion of mathematics and computer requirements in component one of core. Students may not also take SOC 211 or MAT 112 for credit towards Core Goal 4: Quantitative Reasoning.

ECN 343 Money and Banking (3)

Introduces student to general principles of banking and theories of money. Subjects covered are organization and control of the banking system, commercial bank functions and operation, monetary theory. Students may not take both Economics 343 and FIN 343 for credit. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 375 Health Economics (3)

Economic problems faced by health care industry. Production of health care, market for health care, impact of health insurance, and role of government regulation. Prerequisite(s); if any: ECN 131.

Education

EDU 314 Children's Literature (3)

Survey of children's and adolescent literature with special emphasis on criteria for book selection. Traces history of children's books, conducts an in-depth appraisal of Newberry and Caldecott Award winners, presents concept techniques of bibliotherapy.

English

ENG 101 Written Communication I (3)

Students will practice organizing, composing, and revising expository writing with purpose, audience, and context in mind. Students will practice reading critically. Students will practice identifying and using conventions of academic English.

ENG 102 Written Communication II (3)

Students will practice planning, developing, and executing an extended written research project. Students will practice evaluating, synthesizing, documenting, and integrating sources. Students will be introduced to discipline-specific conventions in order to organize, compose, and revise research papers.

ENG 135 Introduction to Literature (3)

Study of literary genres: fiction, poetry, drama, and basic strategies for better understanding and enjoyment.

Finance

FIN 333 Corporate Finance (3)

General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisite(s); if any: ACC 201.

Geology

GOL 105 Society, Earth, and Environment (3)

Relationship of society to the earth. Examination of natural phenomena, such as earthquakes, landslides, flooding, and volcanic activity and how they affect mankind. Analysis of past and present occurrences as a means of predicting future disasters. Study of the technology, sociology, and politics of pollution, energy and resources.

Government and Politics

POL 101 Introduction to Politics and American Government (3)

The study of political phenomena and discussion of the nature and meaning of democracy with an emphasis on American national government.

POL 161 Introduction to International Politics (3)

International cooperation and conflict including the evolution of international political systems, problems of war and peace, diplomacy, nuclear weapons, international economics, international organizations, and international law.

POL 341 Jurisprudence of the Criminal Law (3)

Criminal law as process for dispute settlement and maintenance of order by the state. Emphasis on legal reasoning, legal process, and necessity to maintain historical continuity and doctrinal consistency.

Health Studies

HLS 102 Introduction to Interprofessional Education (1)

This introductory course is for students as they enter their health-related majors and are beginning to form their identities as future healthcare professionals. This course will explore the interprofessional education collaborative core competencies of values and ethics, roles and responsibilities, communication, team, and teamwork. This course is mandatory for freshman and sophomore students admitted to health studies, occupational therapy and health studies, physical therapy majors and an appropriate elective course for students interested in nursing and other healthcare fields.

HLS 103 Introduction to Health and Health Related Professions (3)

Orientation to health care professions, including history and philosophy, ethics, development of health care terms, professionalism, and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

HLS 203 American Sign Language I (3)

Basic receptive and expressive language skills in American Sign Language (ASL) including signs, grammar, syntax and finger spelling. Deaf history and culture.

HLS 245 Human Development across the Life Span (3)

Study of normal sequences of neuromuscular, perceptual, socio-cultural development, and their relationship to behavior from infancy through old age. Recognition of development and life tasks in developmental continuum. Students may not also take PSY 223 for credit.

HLS 301 Introduction to Healthcare Advocacy and Navigation (3)

Introduction to the field of healthcare advocacy and navigation. Overview of the healthcare system, health care professional-patient relationship, alternative treatment options, medical records, consumer safety, advocacy ethics, and interpersonal skills with healthcare consumers.

HLS 305 Marketing as a Healthcare Advocate/Navigator (3)

Introduction to marketing basics and best practices, all within the healthcare environment. Students will learn how to market their healthcare advocacy/navigation skills to increase their employability potential.

HLS 307 Understanding the Effects of Communicable Disease on Communities (3)

Reportable communicable diseases, their effect on the community and the public health of families and individuals. Discussion of various prevention methods and tracking.

HLS 309 Medical Conditions and Implications (3)

Medical conditions across the lifespan. Implications for function, medical management, and precaution for safety in practice. Completion of PSY 223 or HLS 245 prior to enrollment strongly recommended. Prerequisite(s); if any: BIO 102.

HLS 313 Physical Health & Wellness (3)

Overview of cardiovascular endurance, strength, flexibility, and body composition. Analysis and prescription of personal fitness, goals, and lifestyles. Includes special and at-risk population exercise prescriptions and how to perform health assessments.

HLS 331 Adapted Sports (3)

Explores fundamentals associated with engaging in a variety of sports adapted for individuals with conditions or disabilities, including basketball, rugby, curling, football, golf, tennis, track and field. Includes program development, grant writing, and experiential learning. Corequisite(s): HLS 309.

HLS 337 Care of the Human Spirit (3)

Relationship between spirituality and health and its relevance to professional practice.

HLS 354 Healthcare Topics in Media (3)

Critical analysis and interpretation of current topics in the field of health studies using sources of audio-visual media including theatrical movies, documentaries, web-based video and television programs.

HLS 381 Kinesiology (3)

Science of human motion, including basic anatomic and mechanical principles. Prerequisite(s); if any: BIO 101 and BIO 102.

HLS 401 Senior Seminar (3)

Critical analysis of current health science topics, integrating previous learning, culminating in a capstone project.

HLS 411 Principles of Healthcare Reimbursement (3)

This course will outline how reimbursement systems affect providers, payers, and consumers. Explanation of Medicare, Medicaid, private pay, private insurance plans, health maintenance organizations and prevention of insurance denials/explanations of benefits will be provided. Prerequisite(s); if any: HLS 301 or HLS 305.

HLS 415 Advanced Topics in Healthcare Advocacy and Navigation (3)

Explore current topics including shared decision making, defensive medicine, health literacy, medical decisions, medical conditions, medical practice, health consumer education, consumer lifestyle, and over-treatment/medical emergencies; various case studies/blogs will be utilized. Prerequisite(s); if any: HLS 301 or HLS 305.

HLS 419 Healthcare Advocacy and Navigation Seminar (3)

Explore the not-for-profit and for-profit environments that utilize healthcare advocates and navigators; overview of their mission and roles. Specific laws, insurance requirements, and financial needs to be explored; field experiences in community. Prerequisite (s); if any: HLS 301 and HLS 305.

HLS 445 Clinical Research (3)

Research methods employed in clinical settings. Quantitative and qualitative methods; research designs related to clinical situations. Prerequisite(s); if any: MAT 112 or SOC 211; junior/senior standing.

History

HIS 165 Europe and the World (3)

World history from a European perspective. Developments in Europe in a cross-cultural context and their influence on other parts of the world.

Interprofessional Education

IPE 102 - Introduction to Interprofessional Education (1)

This introductory course is for students as they enter their health-related majors and are beginning to form their identities as future healthcare professionals. This course will explore the interprofessional education collaborative core competencies of values and ethics, roles and responsibilities, communication, team, and teamwork. This course is mandatory for freshman and sophomore students admitted to health studies, occupational therapy and health studies, physical therapy majors and an appropriate elective course for students interested in nursing and other healthcare fields.

IPE 504 Interprofessional Practice and Leadership (1)

This course is delivered as either an on ground or distance learning environment to provide the student with a foundation for success in patient care related fields. Emphasis is on inter-professional communication and collaboration, ethical decision-making, team building, teamwork and leadership.

IPE 505 Interprofessional Educational Experience (1)

Interprofessional practice experience dedicated to prepare students (mainly of health related professions) at Utica College for interprofessional, collaborative practice of patient care through innovative (nationally and internationally recognized) practice

experience. This is a zero to one credit hour experience that is composed of a minimum of 15 hours of interaction in interprofessional practice setting with peers of different professions (mainly health related) to achieve appropriate patient/ client care. Prerequisites: IPE 102 or IPE 504

Journalism

JLM 371 Data and Story (3)

Data and Story introduces the concept of data journalism as students make the connection between computational outputs, social media and multiplatform storytelling. Concepts, tools and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of story and information gathering tasks. Students will use data and written, aural or visual storytelling to explore larger regional questions.

Management

MGT 101 Introduction to Contemporary Business (3)

Integrative nature of business; dynamic business environment, global markets, ethical behavior, social responsibility, forms of business ownership, and entrepreneurship; includes team training, oral and written business communications, and methods of researching business information.

MGT 103 Introduction to the Business of Healthcare (3)

This course is designed to provide students with an overview of the health care industry, an awareness of the many career opportunities available in the field of health care management and a working knowledge of basic managerial skills as applied in health care settings. Students will interact with current managers employed in both direct and indirect healthcare settings. They also will learn to apply fundamental accounting, marketing, human resource, finance and leadership skills to address a variety of managerial problems.

MGT 201 Principles of Organization and Management (3)

Principles of management and organizational theory. Addresses all functional areas of management, emphasizing key management responsibilities of planning, organizing, controlling, leading, and staffing. Also addresses ethical and social responsibilities, change, and global challenges. Prerequisite(s); if any: MGT 101 or CMG 103.

MGT 325 Management of Technology (3)

Emphasizes competitive advantages of managing information technology, including electronic commerce, data warehousing, data mining, supply chain management, enterprise resource planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisite(s); if any: CSC 117 and MGT 201

MGT 379 Foundations of Entrepreneurship (3)

Provides a foundational understanding of the essential role entrepreneurship plays in the 21st century local and global economies with a focus on the creation of new ventures, the ways in which they are developed, and factors associated with their success. Prerequisite(s); if any: MGT 101 or MKT 211.

MGT 428 Strategic Management and Leadership (3)

Case study course integrating business strategy and policy formulation at the upper management levels. Includes analysis of internal and external environmental factors (i.e., competitive, economic, legal, global, etc.) Ethics, leadership, and social responsibility also addressed. Prerequisite(s); if any: Senior Standing.

MGT 431 Entrepreneurship Innovation (3)

The incubator for entrepreneurial endeavors guides product or service development; empowers student teams to construct sustainable business models regionally, nationally, and globally through digital advancement; and allows students to promote their creations to a larger audience. Prerequisite(s); if any: MGT 379.

MGT 432 Entrepreneurship Financing (3)

The accelerator for entrepreneurial endeavors provides essential guidance for legal and incorporation matters; fosters an understanding of appropriate funding opportunities; emphasizes fiscal responsibility; and allows students to promote their creations to a larger audience after advanced assessment of products or services. Prerequisite(s); if any: MGT 431.

Marketing

MKT 211 Principles of Marketing (3)

Basic marketing principles and practices including: marketing functions and policies, consumer demand, distribution channels; branding, promotion and advertising, pricing, place and location, ethics, global, economic, and legal implications.

Mathematics

MAT 107 Excursions in Mathematics (3)

Basic principles and techniques of mathematics. May include theory of sets, logic, number theory, geometry, probability and statistics, consumer mathematics. Emphasis on unity of thought and consistency of approach to problem solving. History and relevance of mathematics for growth of civilizations. Prerequisite(s); if any: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or Permission of Instructor.

MAT 112 Basic Statistics (3)

For non-mathematics majors. Probability theory topics, binomial distribution, normal distribution, descriptive statistics, frequency distribution, measures of central tendency, hypothesis testing. Confidence intervals, correlation, and prediction. Prerequisite(s); if any: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor. Students may not also take for credit ECN 241 or SOC 211 for credit towards Core Goal 4: Quantitative Reasoning.

MAT 143 Mathematical Analysis for Business & Economics I (3)

For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance. Prerequisite(s); if any: MAT 124, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 147 Mathematics for Cyber Security (3)

This course is for Cybersecurity majors. The topics covered include set theory, logic, modulo arithmetic, cryptography, combinatorics, graph theory, number systems, and algorithms. Prerequisite(s); if any: MAT 100 or satisfactory performance in mathematics placement test administered by mathematics department.

Music

MUS 115 Introduction to Music (3)

Introductory study covering a variety of types of music, including works by major composers from various historic periods. Emphasis on development of structured listening based on the elements of music.

Nursing

NUR 311 Socialization to Professional Nursing (3)

Sets the foundation for professional practice that is built upon throughout the curriculum. Students are introduced to all aspects of the nursing profession, including an overview of nursing roles, theory, and professional practice. Prerequisite(s); if any: PHI 107 or PHI 108 and SOC 151, except for RN to BS program.

NUR 312 Leadership and Informatics in Professional Nursing (3)

Differentiates nursing leadership from nursing management and describes how nurses lead professionally. Additionally, this course will explore the impact of informatics and technology on nursing, patient care, and health care delivery. Prerequisite(s); if any: NUR 311, except for RN to BS program.

NUR 321 Foundations for Nursing Care (4)

Foundations of nursing practice and the nurse-patient relationship. The essential elements of caring, critical thinking, teaching, assessment, communication and professionalism are addressed. Includes lab and clinical. Prerequisite(s); if any: BIO 101 or BIO 131, BIO 102 or BIO 132, and HLS 245 or PSY 223.

NUR 326 Health Assessment (3)

Provides opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. Prerequisite(s); if any: BIO 101 or BIO 131, BIO 102 or BIO 132.

NUR 332 Pathophysiology (3)

Basic principles and processes of pathophysiology, including cellular communication, genetics, forms of cellular injury, fluid and electrolytes, acid - base balance, immunity, stress, coping, illness and tumor biology. Prerequisite(s); if any BIO 101 or BIO 131, BIO 102 or BIO 132, BIO 203 or BIO 204, CHE 118 or CHE 211, except for RN to BS program.

NUR 333 Pharmacology (3)

Information for safe, effective nursing care related to pharmacology. Covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, interactions with other drugs, herbs, food and treatment of overdose and antidotes. Prerequisite(s); if any: NUR 332, except for RN to BS program.

NUR 346 Care of Populations and Communities (3)

Health of populations and communities through study of epidemiology, health promotion and disease prevention across the life span. The influences of environment, genetics, culture, economics, and access to care are analyzed. Prerequisite(s); if any: PSY 101, SOC 151 and HLS 245 or PSY 223 and PHI 107 or PHI 108, except for RN to BS program.

NUR 365 Care of the Obstetric Population (3)

Maternal, paternal, fetal/neonatal physiologic and psychosocial responses to childbearing. Family theory provides framework for interpreting and understanding the way the family adjusts to pregnancy, birth, and the addition of the newborn. Prerequisite(s); if any: BIO 101 or BIO 131, BIO 102 or BIO 132, and HLS 245 or PSY 223.

NUR 366 Care of the Aging Population (3)

In-depth look at older adults who constitute a majority and growing proportion of people who receive nursing care. Includes learning strategies to assist the aging population to maintain optimal health with chronic illness. Prerequisite(s); if any BIO 101 or BIO 131, BIO 102 or BIO 132, and HLS 245 or PSY 223.

NUR 371 Medical/Surgical Nursing Care I (5)

Builds upon theoretical concepts, integrating the nursing process to facilitate individual and family adaptation to acute stressors within medical-surgical nursing. Common physiological and psychosocial stressor and related principles of care management are explored. Prerequisite(s); if any: NUR 321.

NUR 411 Health Policy Management in Professional Nursing (2)

Nursing management in practice, education, political and community settings. Emphasizes the essential elements of management, including different management techniques and routine tasks such as budgeting, planning, supervision and delegation. Prerequisite(s); if any: NUR 312, except for RN to BS program.

NUR 412 Trends in Professional Nursing (5)

Preparation for the transition from student to professional baccalaureate generalist nurse. Trends and issues regarding nursing education, research, and practice are analyzed within a historical, social, and multicultural systems framework. Prerequisite(s); if any: NUR 411.

NUR 421 Medical/ Surgical Nursing Care II (4)

Focuses on increasing complexity of illness, the nursing process in the adult population, complex physiological and psychosocial stressor, and related principles of patient care management. Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 423.

NUR 423 Senior Nursing Care Seminar Lab I (1)

Seminar based course which explores patients’ scenarios through case studies, laboratory experiences, and simulation. Students work in teams to analyze patients' situations and develop critical thinking skills in the effective delivery of holistic patient care. Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 421.

NUR 444 Care of Populations with Psychiatric Concerns (3)

The nurse client relationship and therapeutic communication techniques as they relate to those with mental health considerations. Neurobiological processes and therapeutic techniques. Prerequisite(s); if any BIO 101 or BIO 131, BIO 102 or BIO 132, PSY 101 and SOC 151.

NUR 445 Introduction to Research Methods and Design (3)

The course introduces students to the scientific method that provides a foundation for evidence-based practice in nursing. Critical elements of the research process will be taught, discussed, and applied using published research studies. Emphasis will be placed on scientific integrity and maintaining ethical standards. Students develop the skills needed to become critical consumers of research literature and participants in the research process. Prerequisite(s); if any: MAT 112 or SOC 211 or ECN 241.

NUR 446 Care of the Pediatric Population (3)

The nurse's role in promoting adaptation in the childbearing family. Particular stressors include perinatal complications, well-child health promotion, and childhood illness. Prerequisite(s); if any BIO 101 or BIO 131, BIO 102 or BIO 132, and HLS 245 or PSY 223.

NUR 465 End-of-Life and Palliative Care Practice (2)

End of life issues, palliative care, and complementary therapies. Physical, psychological, social, and spiritual concerns of patients and families as they relate to pain and comfort care, and end-of-life decisions. Prerequisite(s); if any: PHI 107 or PHI 108, except for RN to BS program.

NUR 471 Advanced Medical/ Surgical Nursing (5)

Integration of theoretical, clinical, and professional concepts to provide care for patients with complex health issues. Emphasis on assessment, differential diagnosis, pathophysiology, pharmacology, critical thinking skills, and clinical judgement. Prerequisite(s); if any: NUR 421. Corequisite(s): NUR 473

NUR 473 Senior Nursing Care Seminar Lab II (1)

Nursing care, communication within healthcare teams, delegation of care, and cultural, legal, and ethical implications. The role of the registered professional nurse as leader in the management of patient care. Prerequisite(s); if any: NUR 421, NUR 423. Corequisite(s): NUR 471.

NUR 503 Health Promotion and Equity Across the Lifespan (3)

This course focuses on the determinants of health, and explores the influence of economics, environment, genetics, race, culture, and healthcare access on the health of individuals, families, and communities. The role of the nurse in promoting health and preventing disease across the life span is explored with an emphasis on social justice and health equity.

NUR 504 Pathophysiology for the Advanced Generalist (3)

This course will explore pathophysiology theory and evidenced-based research across body systems within the human lifespan to provide the advanced generalist nurse with a foundation to developing advanced diagnostic reasoning and clinical management skills in clinical settings.

NUR 509 Scholarly Inquiry and Evidence-Based Practice (3)

This course compares and contrasts the Scholarship of Discovery (Research) with the Scholarship of Application (Evidence-Based Practice Improvement), including their different purposes and methods of inquiry. You will learn how to read and critique different types of evidence, including research and clinical practice guidelines with an eye towards its application to practice. The course will culminate in a critical evidence review on a focused clinical question with recommendations for practice that will serve as a basis for continued project development in Capstone Seminars I & II.

NUR 511 Health Assessment for the Advanced Generalist (3)

This course provides the opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. This course introduces the essential competencies to provide a foundation for advanced practice nurses to develop advanced health assessment skills: communication, history and physical examinations (focused and complete); diagnostic reasoning; written and oral presentation of findings.

NUR 512 Leadership Development in Professional Nursing (3)

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. Legal and ethical issues in leadership and management, as well as the significance of political and legislative processes and advocacy are examined. Students will analyze complex leadership and management issues common to nursing using various modes of inquiry, the nursing process, and leadership theory.

NUR 515 Pharmacology for the Advanced Generalist (3)

This course presents pharmacology for the advanced generalist nurse. This course will provide information for safe, effective nursing care related to pharmacology. This course covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, interactions with other drugs, herbs and food, and treatment of overdose and antidotes.

NUR 588 Organizational Leadership & Role Development of the Advanced Practice Nurse (3)

This course focuses on the knowledge and skill essential to understand the economies of care, business principles, and navigation to affect change in diverse health care systems. It will prepare students to conceptualize a new advanced practice role in the discipline of nursing. Leadership theory, styles, contemporary approaches and strategies will be explored.

NUR 603 Quality Improvement & Safety in Health Care (3)

This course prepares students to analyze information and apply quality improvement methods to affect safety and quality of care and to improve patient outcomes. The use of current and emerging technologies to support safety, quality, and fiscally sound care across diverse settings will be emphasized.

NUR 604 Advanced Pathophysiology (3)

This course will explore pathophysiology theory and evidenced-based research across body systems within the human lifespan to provide the advanced practice nurse with a foundation to developing advanced diagnostic reasoning and clinical management skills in clinical settings.

NUR 606 Healthcare Informatics (3)

This course provides an introduction to the knowledge, background, application, and evaluation of healthcare informatics and technologies at all levels of healthcare system. Students will learn how to use information technology to communicate and manage care with a patient centered focus for diverse patient populations. Data and evidenced based communication and information technology initiatives will be analyzed to support delivery of safe, high-quality, and efficient care within the legal, ethical, and regulatory standards. Internal and external influences will be explored on outcomes, workflow, interoperability, access, and financial impact at all system levels.

NUR 607 Curriculum Development and Implementation (3)

This course focuses on curriculum design, content organization, and planning related to curriculum development. The issues and procedures involved in designing and implementing curricula will be discussed. Students will develop and implement a learning project with a target population. The student will participate in 90 clock hours of practicum.

NUR 608 Epidemiology & Population Health (3)

This course explores health promotion, community assessment and disease prevention in diverse populations using epidemiological theories. Chronic and communicable disease incidence, at risk populations, clinical interventions, genetics and genomics and evidenced based practice will be investigated as it applies to advance practice nursing.

NUR 609 Nursing Research & Evidence-Based Practice (3)

This course will teach the advanced practice nurse to generate and implement nursing research to improve healthcare outcomes, initiate change, and improve nursing practice.

NUR 610 Nursing Capstone Project Seminar (2)

This course is designed to assist generalist advanced practice nursing students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based practice improvement (EBPI) project related to a selected aggregate, population or health care system. In addition, students will apply intra and interprofessional concepts and strategies in developing the Proposal. Content will focus on theory, principles and application related to developing an area of interest that is an improvement priority for an organization, engaging stakeholders, and describing a clinical initiative. Once the clinical initiative is determined, student teams will create a focused clinical question (PICO) to guide a search for and critical analysis of best evidence to answer the clinical question. Student teams will write the first part of an evidence-based practice improvement (EBPI) proposal reflecting synthesis of the best available evidence on the team's clinical question, and determine whether or not there is sufficient quality evidence for application to practice. The organizational assessment and development of a clinical question will be completed in conjunction with the student's clinical experience in NUR 471 or NUR 346.

NUR 611 Advanced Health Assessment & Diagnostic Reasoning I (3)

This course introduces the essential competencies to provide a foundation for advanced practice nurses to develop advanced health assessment skills: communication, history and physical examinations (focused and complete); diagnostic reasoning; and written and oral presentation of findings. Pre-requisite: NUR 604

NUR 612 Advanced Health Assessment & Diagnostic Reasoning II (2)

This course assists the Family Nurse Practitioner (FNP) student to develop advanced assessment skills, appraisals of diagnostics (tests, labs) and competency in common office procedures. Pre-requisite: NUR 611

NUR 613 Health Policy & Advocacy (2)

This course examines the relationship of health outcomes and the impact of the advanced practice nurse as advocate for vulnerable populations, the profession, and health-promoting policies at the organization, local, state and federal level.

NUR 614 Statistical Analysis & Scholarly Inquiry (3)

This course will allow the advanced practice nurse to critically analyze the scientific foundation of nursing by means of evaluating statistical research for scientific quality and applicability to promote evidence-based practice. Pre-requisite: NUR 609

NUR 615 Advanced Pharmacology (3)

This course will examine foundational principles of safe pharmacology, pharmacokinetics, pharmacodynamics, vaccines and toxicology across the lifespan in diverse healthcare settings.

NUR 616 Advanced Pharmacology II (2)

This course examines the requirements of Family Nurse Practitioners (FNP) to prescribe across the lifespan in primary care settings. The course will focus on the legalities and clinical decision-making in prescribing pharmacologic therapy. There is an emphasis on evidence-based decision making to provide clinically applicable, cost effective selections of pharmacotherapeutics. Completion of the NYS Prescribing course and NYS Opioid Training is mandatory for all students. Pre-requisites: NUR 604 and NUR 615

NUR 617 Instructional Design and Teaching with Technology (1,3)

This course prepares students to apply theoretical concepts of education and learning to teaching in nursing. Fundamentals of instructional design, theories of teaching and learning, instructional design models, technology use in education, and learner diversity will be explored. Design considerations for technology-based instruction will be addressed. Pre-requisite: NUR 607

NUR 618 Test Construction and Analysis (3)

This course introduces assessment as it relates to item writing, exam formulation, and evaluation of exam reliability and validity in nursing education. Concepts related to learning, psychometrics and student evaluation will be emphasized. Pre-requisite: NUR 607

NUR 620 Nursing Capstone Project Seminar II (2)

This course builds on the first part of the Capstone Project, completed in Capstone Seminar I (NUR 610) and is designed to assist generalist advanced practice nursing students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based practice improvement (EBPI) project related to a selected aggregate, population or health care system. Part II of the project entails the development of a full proposal that would guide a clinical agency in implementing an evidence-based improvement. In addition, students will apply intra and interprofessional concepts and strategies in developing the Proposal. Content will focus on theory, principles and application of those in relation to engaging stakeholders, mentoring, process and outcomes measurement, methods of implementation, and evaluation of sustainability.

NUR 621 Health Promotion & Primary Care I (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is on developmental and prevention screening, age specific health management, vaccines, skin, EENT, and dental health. The student will complete 225 practicum hours in conjunction with this theory course. Pre-Requisites: NUR 611, NUR 615 and NUR 995

NUR 622 Health Promotion & Primary Care II (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is gender health, screening and the health management of childbearing individuals. The student will complete 225 practicum hours in conjunction with this theory course. Pre-Requisite: NUR 616

NUR 623 Assessment and Evaluation in Nursing Education (3)

This course provides an overview of classroom and clinical student appraisal mechanisms. Assessment and evaluation of learning through the application of technology will be explored. In addition, evaluation at the program and course levels are addressed in conjunction with national and regional accreditation standards. Clinical performance appraisal will be a central focus of this course. Pre-Requisite: NUR 607

NUR 624 Teaching Learning Practicum (1, 2)

This course will examine and implement the nurse educator role in relation to academia, health care organizations and the profession of nursing. The student will participate in 90 clock hours of practicum. Pre-Requisites: NUR 617 and NUR 623

NUR 625 Health Promotion & Primary Care III (6)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is to develop clinical decision making to screen for and manage chronic illnesses: anemia, COPD, asthma, diabetes and hypertension. The student will complete 270 practicum hours in conjunction with this theory course. Pre-Requisite: NUR 622

NUR 626 Transition to Professional Nursing Practice (6)

This course facilitates the progression from student nurse into the professional role of the master's generalist nurse. It prepares students to analyze current issues in nursing including healthcare trends, quality improvement application, and healthcare legislation and advocacy. Clinical transition experiences will support safe, quality, and fiscally sound care across diverse settings.

NUR 627 Organizational Theory & Management (3)

Course outcomes provide an overview of theories of organizations with particular focus on the dynamics of human resource management. Given the changing and complex nature of healthcare organizations, students will be prepared to respond to a number of workforce issues and demands, including a culturally diverse workforce and generational differences among staff.

NUR 628 Innovative Leadership in Health Care (3)

The focus of this course is to prepare the nurse administrator to lead and manage complex health care organizations, in an environment of continuous change and fiscal challenges. In addition, they need vision and skills in managing the changes required to close the gap of the latest research and implementation of evidence-based care in healthcare settings.

NUR 631 Nursing Leadership Theory & Practice I (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. Students will develop advanced practice nurse leader skills associated with organizational management theory, analytical skills, collaboration and decision making. The student will develop a leadership project with an experienced nurse leader. The student will participate in 90 clock hours of practicum.

NUR 632 Nursing Leadership Theory & Practice II (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. This course builds on the knowledge of organizational leadership and quality improvement. The student will integrate advanced knowledge and skills into practical applications in the role of nurse leader. The student will participate in 90 clock hours of practicum. Pre-Requisites: NUR 631

NUR 633 Health Care Finance & Budgeting (3)

This course focuses on the impact of finances in the delivery of healthcare services. Basics of healthcare financial management including budget development, personnel (FTE) allocation, cost analysis, and management of financial resources such as capital equipment and supply budget will be explored.

NUR 634 Nurse Practitioner Culminating Seminar (2)

This course prepares students in the Family Nurse Practitioner (FNP) track to summarize, evaluate, and integrate their experiences as they transition from Registered Nurse (RN) to entry level Advanced Practice Nurse (APN). The focus of this course is placed on practice issues in diverse healthcare settings, job negotiation strategies, exploring collaboration with a review of state licensure, national certification and federal reimbursement mandates. A comprehensive exam will be given in this course. Co-requisite: NUR 625

NUR 635 Global Health, Equity, and Responsibility of the Nursing Profession (3)

This course utilizes an epidemiological approach to examine global health challenges and policies. Current and emerging health priorities related to improving health and achieving health equity for all people worldwide will be explored. This includes emerging infections, chronic and communicable diseases, poverty, social and economic conflicts, crises and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Incidence, prevalence and tracking systems are implemented. The United Nation's Sustainable Development Goals, the World Health Organization's effort to promote health, and the holistic responsibility of the nursing profession are integrated, synthesized, and evaluated as they pertain to addressing global health inequities and health promotion.

NUR 637 Mediation, Conflict Resolution, & Negotiation (3)

This course will prepare advanced practice nurse leaders with the foundational knowledge to engage and resolve conflict in the diverse interdisciplinary health care system. The dynamics of conflict and communication theory within the organizational setting will be explored.

NUR 995 Nurse Practitioner Skills Residency (0)

Nurse Practitioner skills residency. Pre-requisite(s); if any: NUR 604 and NUR 611.

Philosophy

PHI 107 Ethics (3)

A critical and historical study of the major ethical theories from the period of Plato to the present. Analysis also of problems present in the construction of ethical theories, the nature of moral judgment, and moral evaluation.

PHI 108 Professional Ethics (3)

This course examines ethical dilemmas encountered by professionals at work. Journalism, health care, law, education, computer science/information technology and public relations all provide examples.

PHI 386 Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 586.

Physics

PHY 151 General Physics I with Lab (4)

Introduction to principles of kinematics, dynamics, machines, energy, momentum, heat, oscillations, waves, sound, and fluids. Applications to biomechanics and to energy generation, storage, and transfer. Lecture and three-hour laboratory. Prerequisite(s); if any: MAT 124 or MAT 151 or MAT 201 or placement into MAT 151 or MAT 201 or higher on the Utica Math Placement test.

PHY 152 General Physics II with Lab (4)

Introduction to principles of electricity, magnetism, optics and radiation, atomic and nuclear physics. Applications to electronics and instrumentation. Lecture, laboratory, and demonstrations. Prerequisite(s); if any: PHY 151.

PHY 261 Physics I with Lab (4)

Calculus-based general physics. Introduction to principles of kinematics, forces, statics, dynamics, rotation, work, energy, gravitation, equilibrium, scientific methodologies and their development. Lecture and laboratory. Prerequisite(s); if any: MAT 201 or Permission of Instructor.

PHY 262 Physics II with Lab (4)

Calculus-based general physics. Electricity and magnetism, radiation, optics, and elementary atomic physics. Lecture and laboratory. Prerequisite(s); if any: PHY 261 and MAT 202 or Permission of Instructor.

Psychology

PSY 101 Introduction to Psychology (3)

Survey of the various fields of psychology including human development, learning and memory, sensation and perception, psychopathology and psychotherapy, physiology and behavior, social psychology, psychological testing, motivation and emotion.

PSY 223 Life Span Developmental Psychology (3)

Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis is placed on the recognition of developmental milestones and changing roles throughout the life span continuum. Students may not also take for credit HLS 245. Prerequisite(s); if any: PSY 101.

PSY 237 Group Dynamics – Introduction to Group Development & Group Process (3)

Study of the development of, and interaction within, groups with special emphasis on small, task-oriented groups.

PSY 256 Principles of Behavior Change (3)

Study of laboratory-derived techniques used in the modification of human behavior. Emphasis placed on the application of behavioral techniques to maladaptive behavior, with extensions to one's own behavior and society as a whole. Theory and application discussed. Prerequisite(s); if any: PSY 101.

PSY 311 Psychological Assessment & Testing (3)

General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisite(s); if any: PSY 101 and SOC 211 or PCL 214 or MAT 112 or ECN 241.

PSY 311L Laboratory in Psychological Assessment and Testing (1)

Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Pre or Co-requisite(s): PSY 311.

PSY 321 Infancy and Childhood (3)

Principles of growth and development from conception to twelve years. Prerequisite(s); if any: PSY 101.

PSY 322 Adolescence (3)

Growth and development from puberty to young adulthood. Prerequisite(s); if any: PSY 101.

PSY 356 Positive Psychology (3)

How humans prosper in the face of adversity; strengths and virtues that make life worth living; concepts and supporting research, techniques, and exercises enhancing well-being. Prerequisite(s); if any: PSY 101.

PSY 361 Abnormal Psychology (3)

Approaches to classification which are consistent with current diagnostic criterion will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite(s); if any: PSY 101.

PSY 366 Individuals with Disabilities (3)

Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Requires 20 hours of volunteer work with a population which meets the criteria for disabilities. Prerequisite(s); if any: PSY 321.

Psychology-Child Life

PCL 123 Childhood Services (1)

A survey of professions involving the care of children and families. Theory, research, and practice in each profession will be examined.

PCL 214 Developmental Research Methods (3)

Theoretical principles and standard methods of evidence-based practices used by developmental psychologists and child life specialists. Open to Psychology-Child Life majors only.

PCL 323 Early Intervention (3)

Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention. Prerequisite(s); if any: PSY 223 or PSY 322 or HLS 245. Pre or Co-requisite(s): PSY 321

PCL 372 Play in Development I: Birth - Age 8 (3)

The course will prepare students to use play in creating developmentally appropriate curriculum for children ages birth through age eight. The course addresses the teacher’s role in helping children reach developmental goals through the use of equipment selection, environmental design, and daily schedules. The content of this course is applicable to early childhood education (birth-grade 2) and to working with children in stressful situations including healthcare encounters, chronic illness, and disabilities. Requires 20 hours of fieldwork. Prerequisite(s); if any: PSY 223 or HLS 245. Pre or Co-requisite(s): PSY 321

PCL 373 Play in Development II: Ages 8-21 (3)

This course will prepare students to use in play in creating developmentally appropriate curriculum for children ages 8-21. It addresses the teacher's role in helping children reach developmental goals through the use of equipment selection, environmental design, and daily schedules. The content of this course is applicable to elementary and adolescence education and to working with children in stressful situations including healthcare encounters, chronic illness, and disabilities. Requires 20 hours of fieldwork. Prerequisite(s); if any: PSY 223 or PSY 321 or PSY 322 or HLS 245.

PCL 374 The Helping Relationship (3)

Developing counseling and human relations skills for working with children and adolescents, families, and professionals. Practice with basic listening skills and reflective self-analysis. Students may not also take PSY 372 for credit. Prerequisite(s); if any: PSY 101.

PCL 375 Death, Dying and Bereavement (3)

Investigations of psychosocial aspects of death and grief; understanding ways death is viewed in contemporary society; dealing supportively with dying and grieving persons; understanding one's own feelings about death; explaining death to children; funerals and other death-related customs. Prerequisite(s); if any: PSY 101.

PCL 377 Families, Stress and Coping (3)

Effects of various social conditions such as divorce, separation, hospitalization, and death upon children will be addressed. Students will have an opportunity to develop an understanding of children in crisis situations and explore ways to provide appropriate support. Prerequisite(s); if any: PSY 223 or PSY 321 or PSY 322 or HLS 245.

PCL 423 Childhood Disorders (3)

Developmental-ecological approach to developmental psychopathology, including origins of developmental disorders, developmental pathways, risks and protective factors, and interventions. Prerequisite(s); if any: PSY 223, PSY 321, PSY 322 or HLS 245

PCL 458 Field Experience Prep (1)

Preparation for the field experience, including choosing sites, setting goals, writing resumes, interviewing, universal precautions, writing goals and agreement, discussion of professional/ethical issues and behavior, supervision, and the class requirements.

PCL 460 Field Experience (3)

Through field experience, students will apply and reflect on principles consistent with developmental theory and research. This course is graded on a pass/fail basis. Prerequisite(s); if any: PCL 458.

PCL 503 Introduction to Child Life Specialty (3)

This course is an introduction to the role of child life specialists in healthcare settings. It provides the basic knowledge required to function as a child life specialist including the application of general psychological and human development principles to the care of hospitalized children and adolescents. This course includes a variety of pediatric healthcare experiences. Instructor approval required.

Respiratory Care

RSP 101 - Principles of Respiratory Care I (3)

This course focuses on patient care principles focused on the basic respiratory therapy principles such as infection control procedures, medical gases, gas exchange, manual ventilation, and automated ventilation devices. Additional topics included are the introduction to oxygen therapy delivery equipment, pressurized oxygen sources, analyzers, and cardiopulmonary assessment. Co-requisite: RSP 102

RSP 102 - Principles of Respiratory Care Lab I (1)

This course provides hands-on practice of oxygen therapy delivery equipment and use, cardiopulmonary assessment, infection control procedures, and pressurized gases. Students will learn to assemble, disassemble, and troubleshoot various types of oxygen therapy equipment, while learning the safety precautions involved in working with pressurized medical gases. Co-requisite: RSP 101

RSP 111 - Principles of Respiratory Care II (3)

This course expands upon the principles of respiratory therapy, transitioning the learner from basic oxygen therapy towards the management of artificial airways and patients receiving positive pressure ventilation, and advanced cardiopulmonary assessment skills. Problem-based learning will be used to help students apply learned concepts in the treatment of specific respiratory diseases. Pre-requisite: RSP 101, RSP 102 Co-requisite: RSP 112, RSP 113

RSP 112 Principles of Respiratory Care Lab II (1)

This course will continue to introduce equipment, advanced cardiopulmonary assessment skills, and unique patient needs of the respiratory system during care of patients with various respiratory disorders. These skills will be incorporated and introduced in the lab through skills and simulation. Pre-requisite: RSP 101, RSP 102 Co-requisite: RSP 112, RSP 113

RSP 113 - Clinical Practicum I (3)

Students will begin to care for diverse adult patient populations during this initial clinical practicum. They will be working with a clinical instructor and a designated facility. The course provides an opportunity for students to further learn and apply basic respiratory care knowledge, assessments, and skills in the clinical setting while under the supervision of a licensed respiratory therapist. Pre-requisite: RSP 101, RSP 102 Co-requisite: RSP 112, RSP 113

RSP 115 - Clinical Pharmacology (3)

This course focuses on the medications provided in respiratory care. The course covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, and interactions with other drugs.

RSP 201 - Principles of Respiratory Care III (3)

This course expands upon the principles of respiratory therapy, transitioning the learner from basic to advanced respiratory therapy concepts. Pre-requisite: RSP 111, RSP 112, RSP 113 Co-requisite: RSP 203

RSP 203 - Clinical Practicum II (6)

This second clinical practicum course provides students an opportunity to continue to further develop and improve upon their assessment, skills, decision-making, and interventions when caring for the adult patient population in a designated setting. Pre-requisite: RSP 111, RSP 112, RSP 113 Co-requisite: RSP 201

RSP 211 - Principles of Respiratory Care IV (3)

This course expands upon the principles of respiratory therapy, transitioning the learner from basic respiratory therapy concepts to advanced mechanical ventilation strategies, neonatal/pediatric mechanical ventilation critical thinking processes. Pre-requisite: RSP 201, 203 Co-requisite: RSP 212

RSP 212 - Clinical Practicum III (6)

This third clinical practicum experience course provides students an opportunity to expand on their assessment, skills, decision-making, and intervention while beginning to develop advanced skills, assessments, decision-making, and interventions in the critical care settings. Pre-requisite: RSP 201, 203 Co-requisite: RSP 211

RSP 215 -Respiratory Care of the Neonatal and Pediatric Population (2)

This course explores the unique cardiopulmonary needs, assessments, and alterations in neonatal and pediatric populations. Pre-requisite: RSP 201, 203 Co-requisite: RSP 216

RSP 216 - Clinical Practicum IV (3)

This fourth clinical practicum provides an opportunity for students to care for a variety of patients in the neonatal and pediatric settings. Pre-requisite: RSP 201, 203 Co-requisite: RSP 215

RSP 250 - Advanced Respiratory Care - License Exam Prep (2)

This course provides students a comprehensive overview of introductory to advanced respiratory care. Students continue to review content, practice board exam questions, examine case studies, and participate in simulations in preparation for graduation, successful completion of the NRBC exam, and licensure. Pre-requisite: RSP 211, 212, 215, 216 Co-requisite: RSP 255

RSP 255 - Clinical Independent Practicum (6)

Students will participate in a preceptorship clinical experience where they will work with a licensed respiratory therapist in a designated setting to continue to develop their skills, assessments, and interventions and prepare for entry into practice. Pre-requisite: RSP 211, 212, 215, 216 Co-requisite: RSP 250

RSP 256 - Respiratory Care -Community and Home Settings (3)

Students will care for people from diverse backgrounds with unique healthcare needs in community and home care settings. They will employ their knowledge, assessments, and skills while working with the healthcare team to enhance and promote health, and treat patients with various respiratory disorders. Pre-requisite: RSP 211, 212, 215, 216

Risk Management and Insurance

RMI 273 Introduction to Risk Management Insurance (3)

Principles of risk management and insurance. Foundations, applications and selection of life, health, property, and liability insurance. Enterprise risk management, financial risk management, employee benefits, strategies to mitigate risk.

RMI 325 Insurance and Estate Planning (3)

Life and health insurance, book building, premiums, deductibles, regulations, policy terms and structures, derivation of premium structure. Funding of long-term care. Role of private insurance and annuities.

RMI 326 Principles of Insurance: Property and Liability (3)

Policies, premium structure, constitution of insurable risks, underwriting, reinsurance, claims, and regulatory environment.

RMI 470 Risk Management and Insurance – Internship (3)

Internship. Prerequisite: RMI 273; Senior status.

RMI 483 Risk Management (3)

Integrated risk management. Insurance, reinsurance, hedging, and capital markets as tools to manage or mitigate risk. Enterprise risk management.

Sociology

SOC 151 Introduction to Sociology (3)

Introduction to sociology and United States society: social class, race, ethnicity, sex, age, family, education, religion, sub-cultures, polity, economy, deviance, urban life, collective behavior, population, bureaucracy, social groups, and social change.

SOC 211 Statistics in the Behavioral Sciences (3)

Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Students may not also take for credit ECN 241, MAT112 for credit towards Core Goal 4: Quantitative Reasoning. Prerequisite(s); if any: MAT 107, MAT 124, MAT 143, MAT 151, MAT 201, or a math placement score of 2 to 4, or a 3C test score of 070 to 100.

SOC 225 Social Problems (3)

This course explores American society with a focus on the social problems that are facing each one of us from poverty and racial inequality to violence, drugs, war and terrorism.

SOC 233 The Family (3)

The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selections; the family in transition.

SOC 252 Race and Ethnicity (3)

Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

SOC 274 Criminology (3)

Crime as a form of deviant behavior, its relation to social values and social structure, types of criminal behavior, theories of treatment and control, correctional methods, and the administration of justice.

SOC 307 Bureaucracy and Culture: U.S. Health Care System (3)

Social organization and functioning of the US Health Care System, a dynamic and pluralistic system involving public and private participants.

SOC 376 Criminological Research Methods (3)

Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study, hypothesis testing and policy evaluations. Computer applications in processing data and data analysis. Prerequisite(s); if any: SOC 274 and SOC 211 or MAT 112.

SOC 383 Social Deviance (3)

Explores various aspects of deviance, including the causes of deviant behavior, reactions to deviants, and the impact of social reaction, as well as theories of deviance and selected areas of deviant behavior.

SOC 387 Family Violence (3)

Clarify the concept of family violence, review the applicable historical and theoretical background, discuss different forms that family violence takes, and to examine the social consequences.

SOC 563 Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

Spanish

SPA 101 Beginning Spanish I (3)

Pronunciation and aural comprehension; elementary grammar: oral and written practice; reading of simple prose. Language lab required.

SPA 102 Beginning Spanish II (3)

Continuation of SPA 101. Prerequisite(s); if any: SPA 101 or equivalent.

Academic Policies and Procedures

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

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

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

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

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

Email

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

Information about Your Major

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

Each student bears final responsibility for ensuring that degree requirements are completed. 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.

Graduating students are subject to the following regulations:

1. Students must complete at least one major to graduate.
2. Major requirements are comprised of the courses listed in either the catalog for the year of the student's matriculation or the catalog of a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major.
5. For graduation certification: students must earn at least a 2.8 cumulative GPA throughout the entire program. This includes all courses listed under Major Course Requirements. It does not include courses listed under Major-Related Requirements.

To be approved for graduation, Family Nurse Practitioner, M.S., Nursing Education, M.S., and Nursing Leadership, M.S. students must:

1. Complete all course requirements with satisfactory academic standing including a minimum cumulative grade point average of 3.0.
2. Be enrolled in a credit-bearing course or in a 997/998 Continuous Student Enrollment course for the semester in which they seek graduation.
3. Submit an “Application for Degree” to the Registrar’s Office by the deadline for the semester in which the student anticipates graduating.
4. Successfully complete a Culminating Academic Experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier).
5. If appropriate, submit required paperwork and copies of the Culminating Academic Experience to the Office of Graduate Studies (students completing a thesis must also present at a thesis defense), and
6. Satisfy all financial obligations to the University, including the graduation fee and completing the Exit Interview.
7. 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.

Academic Support Services

The Office of Learning Services provides advisement, advocacy, and academic support to all students who identify themselves as having a disability and to students who are experiencing academic difficulties. The staff works with students in a variety of ways to promote self-awareness, self-determination, and self-advocacy for our students with disabilities. The staff also acts as a resource for all members of the Utica University community to promote accessibility for learning. Students are invited to contact the Office of Learning Services where they can receive accommodations for a learning disability.

Students have access to a free online tutoring service called SMARTHINKING. This service provides tutoring in a variety of subjects, some of which are available 24 hours a day, 7 days a week.

For more information about Learning Services visit www.utica.edu/learning or call 315-792-3032.

Advising

Students are assigned a Success Coach and an academic advisor at the time of admission into the program. The Success Coach will work with the student to help them successfully reach their academic goals.

Course Numbers

A brief summary of the Course Numbering Guidelines for all courses is given below.
000-099 Remedial and non-credit courses
100-199 First-year courses
200-299 Sophomore-level courses
300-499 Junior- and Senior-level courses
500-599 Joint undergraduate and graduate courses
600-799 Graduate-level courses
The first digit should indicate level. The third digit may indicate type of course. For example:
1. Two semester courses which need to be taken sequentially will have one and two as the third digit, e.g. ENG 101 and 102.
2. Courses which do not have to be taken in sequence will have five (5) and six (6) as the third digit, e.g. LIT 205 and LIT 206.
3. Independent study courses should be numbered 290, 390, 490, as appropriate to the level of the course.
4. Honors courses will have nine (9) as the third digit.
5. At the graduate level, the third digit nine (9) in the numbering series 500-799 indicates readings, research, and individual study courses

Grading System

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

Grade Points and Credit Hours

Grade points are awarded on the basis of 4.0 for each credit hour of "A" grade, 3.7 for A-, 3.3 for B+, 3.0 for B, 2.7 for B-, 2.3 for C+, 2.0 for C, 1.7 for C-, 1.3 for D+, 1.0 for D, and 0 for F. For most courses at Utica University, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours granted for each course.

GRADE	GRADE POINTS (per credit hour)	GRADE	GRADE POINTS (per credit hour)
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	F	0

GRADE	GRADE POINTS (per credit hour)	GRADE	GRADE POINTS (per credit hour)
B-	2.7	I	0
C+	2.3	AU	Audit
C	2.0	V	Neutral

Credit Hours

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

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

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

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

Incompletes

A grade of Incomplete may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A Request for Grade of Incomplete Contract (available online on the Registrar's Form Page at http://www.utica.edu/academic/registrar/) must be completed by both the student and the instructor and requires the approval of the appropriate school dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time. However, the student must remain enrolled in either another credit-bearing course or in 997-998 Continuous Student Enrollment.

A grade of I will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. Completing requirements for a course does not remove the Incomplete from the record. The "I" remains a permanent part of the academic record and transcript so that the change from incomplete to a grade can be clearly identified. An Incomplete may affect a student's financial aid. Please contact the Office of Student Financial Services for more information.

Averages

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

Grade Changes

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

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.

Repeating a Course

Policy for all undergraduate students, unless otherwise indicated:

Students must repeat any required course that they fail. Students may elect to repeat any course, assuming the course is taught in any subsequent semester during the student's tenure, subject to the conditions below. Students repeating a course may be denied enrollment if there is no available space in the class. Majors may have stricter policies that supersede this general policy; check major requirements for details.

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

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

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

There is no fee associated with repeating a course; only normal fees apply (e.g. technology fee for an online course, etc.).

Policy for Accelerated Bachelor of Science in Nursing students:

A minimum grade of C+ (77%) will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. A maximum of one nursing course may be repeated. Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. Students must successfully complete all of the nursing courses in a semester before moving on to the next semester of courses. See: ABSN Retention Criteria for additional information.

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

When a course is repeated at Utica University, the lower of the two grades is removed from the calculation of the student's cumulative average. Each time a course is taken, the grade will remain part of the student's permanent transcript. Credit is awarded only once.

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

Policy for graduate students:

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.

Dean's Honor and High Honor Lists

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

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

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

Graduation Honors

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

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

Graduation Requirements

Undergraduate Graduation Requirements

To be approved for graduation:

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on “Majors and Minors.”) They must have at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student’s Concentration. It also includes courses listed under Major-Related Courses.
2. Students must have a cumulative average of at least 2.0.
3. A student’s last 30 credit hours, granted toward his or her Utica University degree, must have been earned from Utica University courses with matriculated status.
4. Students must be recommended by the faculty.
5. For the Bachelor of Arts degree, a minimum of 75 percent of the hours required for graduation must be taken in the liberal arts and sciences. For the Bachelor of Science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.
6. Students must be active for the semester in which they are graduating.
7. Students must apply for graduation by the deadline. Details, including deadlines, are available on the University website at http://www.utica.edu/ogs/gettingtograduation.cfm.

It is the student’s ultimate responsibility to ensure that all degree requirements have been completed. Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students. It is strongly suggested that students resolve any holds as soon as possible to aid in a smooth and timely process.

Accelerated Bachelor of Science in Nursing Graduation Requirements

To be approved for graduation:

1. Students must have satisfied all requirements listed for their major.
2. ABSN students must have at least a 2.0 cumulative average and at least a 2.8 average in their major course requirements (nursing courses).
3. Students must have satisfied all requirements concerning standards of professional behavior listed in the Department of Nursing Student Handbook.
4. For the Bachelor of Science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.
5. Students must be recommended by the faculty.
6. Students must be active for the semester in which they are graduating.
7. Students must satisfy all financial obligations to the University, including the graduation fee and completing the Exit Interview.
8. Students must apply for graduation by the deadline. Details, including deadlines, are available on the University website at http://www.utica.edu/ogs/gettingtograduation.cfm.

At the completion of the nursing program of study, ABSN students who have fulfilled all requirements will be awarded the Baccalaureate of Science degree. Each student is eligible to wear the Utica University nursing pin. This represents to each student that she or he has satisfactorily completed the requirements of the nursing program and is eligible to take the licensing examination for registered professional nurses.

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

BannerWeb for students. It is strongly suggested that students resolve any holds as soon as possible to aid in a smooth and timely process.

Family Nurse Practitioner, M.S., Nursing Education, M.S., and Nursing Leadership, M.S. Graduation Requirements

To be approved for graduation:

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 (students completing a thesis must also present at a thesis defense), and
- Satisfy all financial obligations to the University, 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.

Absences

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

In order to ensure that all new and continuing students at Utica University who have registered for classes in a given term are actually in attendance, both for the academic success of the student and for the University's required census reporting to the federal government, the University has developed a student tracking system. Until the end of the third week of classes, efforts are made to identify the presence of students on campus and their attendance in registered courses. Reports on the use of University facilities by way of a student identification card, vehicle registrations, and communication with administrative offices are sent to the Office of Institutional Research for entry into the tracking system. Student attendance is also tracked by way of activity reports from each of the University's learning management systems for courses delivered online, and a manual entry system of attendance is updated by instructors for on-campus courses.

For all Nursing students: In the case of illness or emergency, nursing students must notify the clinical instructor, Clinical Coordinator, and Director of Nursing Academic Services by phone call in advance of the clinical experience. Failure of the student to notify the appropriate parties by phone call prior to the start of the clinical time will result in an unexcused absence. Unexcused absences will result in a grade of "F" for the clinical course. Clinical absences will be rescheduled by the Director of Nursing Academic Services. Points are deducted for lab absences and any missed hours must be made up. If a student misses more than two labs in a given course, the student will receive a failing grade.

In the event that a student has been/will be absent from class for reason due to illness, injury, or family emergency, students are responsible for notifying their instructors and for consulting with each of them to explore whether and how they may be able to make up the missed work.

Although religious holidays are not reflected in the academic calendar, Utica University does recognize the right of each student to observe religious holidays and other religious commitments. If a student wishes to observe religious commitments that will conflict with class times or other class-related activities, it is the student's responsibility to notify faculty members well in advance in order to work with faculty members to find an accommodation that satisfies both the learning goals of the class and the religious commitment of the student.

Academic Appeals

Overview and Procedure

The college recognizes that disputes about academic matters do arise. In order to resolve issues as efficiently as possible, the University recommends the parties involved try to resolve the conflict informally whenever possible. Students should first address the issue with the relevant faculty member. If a student feels uncomfortable addressing the relevant faculty member, for whatever reason, students may choose to address the issue with another faculty member in the same department. If this does not resolve the issue, students should attempt to resolve the matter with the department chair and, if necessary, the school dean. If all of these fail to bring a conclusion to the matter, the student may submit a formal academic appeal to the Academic Standards Committee, providing evidence that they followed the informal process and could not come to an agreement.

Academic appeals are formal petitions to change a decision rendered about an academic matter. Grounds for appeal of an academic decision include that an action by a faculty member was unfair, arbitrary, or capricious, or that the University's academic policies were applied incorrectly.

Students will not be penalized or retaliated against in any way by the University community for participating in this appeal procedure.

Grounds for Appeal

In order for an appeal to be heard by the Academic Standards Committee, there must be either (a) clear evidence of extenuating circumstance that prevented you from completing the college requirement you are appealing, or (b) clear evidence of arbitrary or capricious action on the part of a faculty member or academic staff member. Petitions will only be accepted if official documentation of extenuating circumstances (i.e., strong evidence) is attached to the petition at the time of submission. You can also seek the written support of your instructor, adviser, and/or department chair prior to submitting your appeal, and attach that documentation to the appeal when you submit it.

What is an extenuating circumstance?

It is something that was beyond your control, such as a (severe) personal illness, the death or illness of an immediate family member, extreme personal emotional stress, and serious personal circumstances. You should document the extenuating circumstance you are listing on your petition by submitting a note (on official letterhead) from a doctor, counselor, or legal system representative.

Note: Not liking your final grade is not an extenuating circumstance. You must be able to provide documentation proving that the faculty member's grade was calculated incorrectly, you turned in work on time that was ungraded, you had a documented medical issue that was not taken into account, etc.

What is an "arbitrary and/or capricious action"?

Arbitrary and capricious actions are those that are (a) not supported by an official college document such as a course syllabus, program handbook, or catalog and (b) outside of normal and reasonable actions or expectations.

Please read the following carefully, as our appeal workflow has recently changed depending on what type of appeal you are submitting.

To file an appeal, log in to the Appeals Portal to choose which form you need. To access the portal, go to: https://www.utica.edu/academic/appeals.cfm and log in with your Utica University credentials.

To file an academic appeal, click on the Academic Appeals Form and complete the necessary information. To access the appeals form, log in to the following link with your Utica University credentials: https://www.utica.edu/forms/academic-appeal/index.cfm

To file a financial appeal (i.e. TAP Waiver, Federal Waiver), click on the Financial Aid Waiver Request Form and complete the necessary information. To access the financial appeal form, log in to the following link with your Utica University credentials: https://www.utica.edu/forms/financial-aid-appeal/index.cfm

If your appeal is related to Core Requirements (i.e., Associates degree applied to core requirement, Core exemptions, Core Credit, General Education Requirements), please contact Professor Terri Provost, Director of Core, by email at tprovost@utica.edu.

If you need to request a waiver for the Residency Requirement for the last 30 credit hours, or obtain permission to study at another institution, please email the Registrar's Office at registrar@utica.edu.

If you need help writing your appeal, please contact your Success Coach. If you do not know who your success coach is, you can find that out by logging in to Banner Web. You can also contact the Center for Student Success at (315) 792-3179 or studentsuccess@utica.edu.

Appeal turnaround time varies based on the type of appeal and the amount of information provided. Making sure your appeal is completely filled out and your extenuating circumstance documentation has been submitted will help the committee review it expeditiously. The committee will seek input from relevant faculty or staff and can reach out to these people in advance. You can also seek the written support of your instructor, adviser, and/or department chair prior to submitting your appeal, and attach that documentation to the appeal when you submit it.

The Academic Standards Committee meets bi-weekly during the fall and spring semesters. Your appeal will be reviewed in the committee meeting following your submission once all referrals and supporting documentation have been received.

Make-up Examinations

Policy for all Undergraduate Programs except ABSN:

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

Policy for ABSN Students:

If an excused absence is granted and prior arrangements are made, a make-up exam will be allowed. The make-up exam will be based on the original exam objectives and the format of the exam will be at the discretion of the instructor. Make-up exams must be taken within one week of the originally scheduled exam. Failure to do so will result in a zero for the examination. The student is allowed one excused make-up exam without penalty. If the student has more than one excused absence, the exam may be made up, but the maximum score allowed is 90%.

Policy for Graduate Nursing Students:

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.

Study at Other Institutions

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

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

Forms for the purpose of obtaining permission for course work at other institutions are available online on the Registrar's Forms Page at http://www.utica.edu/academic/registrar/forms.cfm.

Schedule Changes

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

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

Withdrawing from a Class or from the University

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

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

The deadlines for add/drop, withdraw, and withdraw-fail are all posted online:

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

Courses that run for part of the term have different add/drop/withdraw schedules from those that run the entire term. Please carefully review the academic deadline schedule (www.utica.edu/academic/calendar.cfm) for the deadlines to add and drop these courses. You can find the procedures for the withdrawal process on the registrar’s web page at: www.utica.edu/academic/registrar/withdraw.cfm.

Note that withdrawing from a class may affect your financial aid. Withdrawals count as hours attempted and will affect the pace component of SAP. A “W” counts towards pace, and a “WF” counts towards pace and GPA. You should consult with Student Financial Services before withdrawing.

Federal regulations require that a student must progress through their program at a pace that will ensure graduation within the maximum timeframe. Progress is measured for students cumulatively. In order to graduate within the maximum timeframe, a student must earn at least 67 percent of their attempted credits.

Administrative Withdrawal

Administrative withdrawal occurs in circumstances where the University deems it appropriate that a student be removed from one or more classes. Only the Office of the Registrar may administratively withdraw students, and only with the approval from the Executive Director for Student Financial Service, Executive Director for Student Success and the College Registrar. Students who have been administratively withdrawn will receive an AW (Administratively Withdrawn) code for the course or courses and will have their charges reversed and aid returned.

Conduct Withdrawal

Conduct withdrawal occurs in circumstances where the University deems it necessary that a student be involuntarily removed from one or more classes based on student conduct. Only the Office of the Registrar may conduct withdraw students, and only at written direction from the President, the Provost, or the Director of Student Conduct & Community Standards. Students who have been conduct withdrawn will receive a CW (Conduct Withdrawn) code for the course or courses. Students who are conduct withdrawn from all courses and the University will be given a student status of "Conduct Dismissal" and a conduct hold will be applied to the student's account.

The University’s Refund Policy applies for students who receive a conduct withdrawal. These students will receive a 100% refund if withdrawn during the first week of classes and 0% refund after that.

Medical Leave

An undergraduate student is not eligible to apply for a leave of absence unless it is for medical reasons.

The purpose of medical leave of absence is twofold:

1. To maintain your health coverage if you are insured by a parent and need to maintain your health insurance coverage.
2. To keep your student loans in deferment during an illness.

To apply for a Medical Leave of Absence (students must apply for each semester in which an MLOA is required and must submit the proper forms prior to the end of the add/drop period for that semester):

1. Download and complete the Medical Leave of Absence form from the Registrar's website at https://www.utica.edu/academic/registrar/MLOA.pdf. Submit the form to the Office of the Registrar.
2. Submit supporting documentation from your healthcare provider. The supporting documentation from your healthcare provider must include:
    1. a basis for the medical leave
    2. an appropriate duration of the leave.

It is not necessary for a student to apply for a MLOA if he or she has a registration record for that semester. A grade of WD counts as a registration record. An MLOA is inappropriate for a student who draws from all classes after the start of a semester and gets WD grades since an MLOA presupposes no registration at all for a term. Since, in such cases, the student has maintained

continuous enrollment by having a registration record, he or she is eligible to register the following semester and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for an MLOA.

Confidentiality of Medical Information

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

Taking Military-Related Leave

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

Utica University Policy for Military-Related Withdrawal

You will need your official orders for military duty sent to the Utica University Registrar's 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. Craig Dewan, Registrar, and provide written proof of your case.

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

Course Cancellation Policy

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

Midterm Grade Report

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

Transcript of Grades

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

Utica University is also required by New York State to notate the transcript of a student found responsible for a code of conduct violation. The transcript will state "suspended after the finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation," as applicable. Students who withdraw from Utica University while an investigation is pending will have the following notation on their transcript "withdrew with conduct charges pending." Students may appeal to the Dean of Students and Campus Life to seek removal of such notations.

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

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

Typically, grades are available for students to view one week after the end of the term as long as they have completed their Student Opinionnaire on Teaching (SOOT). If students do not complete their SOOTs for their courses, they will be able to view their grades two weeks after the end of the term.

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

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

Warning, Probation, and Academic Dismissal

Undergraduate Probation and Academic Dismissal Policy

Some academic programs have specific probation and dismissal standards that are higher than the University's. For details, see the “Retention Criteria” for each program (listed in the “Programs of Study” section of the catalog). In most cases a student dismissed from a program who is in good academic standing within the University may transfer to another program within the University. For further details consult with an academic advisor or a member of the Office of Student Success staff.

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

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

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

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

Graduate Probation and Academic Dismissal Policy

Some academic programs have specific probation and dismissal standards that are higher than the University's. For details, see the “Retention Criteria” for each program (listed in the “Programs of Study” section of the catalog). In most cases a student dismissed from a program who is in good academic standing within the University may transfer to another program within the University. For further details consult with an academic advisor or a member of the Office of Student Success staff. A letter of academic probation will be issued to any student who meets any of the following criteria:

GPA of less than a 3.0
1 grade of F
1 grade of WF

If a student receives an F or WF the student will be placed on academic probation and must successfully retake the course, or an equivalent course as approved by the program chair, 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. Failure to successfully retake 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. If the course is not required for the program, specialization or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who earns two grades of F and/or WF,

This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate Studies.

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 University.

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

Note: All the steps outlined in this policy may not happen to a student. It is possible for a student to be dismissed without previously being placed on probation, if that student meets the requirement for dismissal.

*Students who are dismissed and wish to return, at any point, must submit an appeal to the Academic Standards Committee by emailing ogs@utica.edu

Second Chance Policy

A graduate student whose attendance at Utica University has been interrupted for an extended period of time (minimum of 5 years) may petition the Office of Graduate Studies to restart his or her college record on the following terms:

The record of all previous work will continue to appear on the student’s official transcript.
Any grade below “C” on the Utica University record will not count as credit or be included when calculating current credit or GPA.
Students must maintain a 3.0 grade point average in each semester after resuming their study, and failure to do so will result in dismissal from the University.
The Second Chance Policy may be applied only one time per student.
The Utica University Second Chance Policy has no bearing on SAP requirements for financial aid.

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, including moral turpitude, inappropriate behavior, or violations of a professional code of standards, 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 denial of admission to, or dismissal, from the University.

For further information consult the Utica University Code of Student Conduct (see Code of Student Conduct) and retention policies of the individual program.

Anti-Hazing Policy

Utica University defines hazing to include any action that intentionally or recklessly causes or poses a substantial risk of harm to the mental or physical health or safety of one or more persons. Subjecting any person to and/or encouraging any person to commit an act that violates human dignity, the Code of Student Conduct, or the law for the purpose of initiating, promoting, fostering, or confirming any form of affiliation with a group or organization is prohibited. The express or implied consent of participants or victims will not be a defense.

Hazing and abuse are expressly prohibited. These include, but are not limited to: forced consumption of alcohol or other substances, sleep deprivation, threats of harm, actual physical harm (e.g., paddling, beating, branding), performing any service or action under coercion or duress.

a) Physical Hazing
Several examples are paddling, beating, slapping, kicking, pushing; sleep deprivation, duck walking, and tearing clothes, consumption of alcohol, use of drugs, forcing the use of alcohol or drugs.

b) Emotional/Psychological Hazing
Several examples are cursing, yelling, humiliating, belittling; any morally degrading, illegal or indecent activity; any type of activity that is in violation of legal statutes or policies of the resident locale, i.e. college, city, state, etc.

1. Unapproved work and/or other activities: any road trip that would make it necessary for a prospective member to travel extreme distances or under hazardous conditions or any activity that would endanger a prospective member.
2. Requiring or accepting services from prospective members, including but not limited to visits, errands, buying food, gifts or personal items, being a personal chauffer etc.

Hazing poses substantial risks to the safety and well-being of individual students and the University community. As such, violations of this policy will result in referral to Judicial Affairs and possible disciplinary action which may include, but not be limited to, any or all of the following:

suspension or expulsion from the University, loss of recognition and privileges, referral to law enforcement, participation in educational programs, and other educational or remedial action appropriate to the circumstances.

Utica University and the Inter Greek Council have a zero-tolerance hazing policy. Any accusations of hazing will be taking very seriously. Utica University will enforce this policy through internal disciplinary procedures, the external prosecution of alleged offenders, or both. Individuals who participate in acts of hazing will be held accountable under this policy, all other IGC policies, and the Code of Student Conduct. For more information or if you would like to report a hazing incident please contact Fran Lucia in the Office of Student Activities at 315-792-3037.

Readmission after Academic Dismissal

Students who are dismissed for academic reasons will not be able to take any courses at Utica University for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester. Utica University is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

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

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

Some academic programs have specific probation and dismissal standards that are higher than the University 's. For details see the program information in the "Program of Study" section of the catalog.

Software and Intellectual Rights

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

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

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

Academic Honesty*

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

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

Utica University faculty are authorized to assign academic penalties, including the grade "F for Cheating," for academic dishonesty.

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

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

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

Student Complaint Process

Any student who has been treated unfairly will have the right to be heard fairly and promptly. The college recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint can be submitted to assure impartial and equitable resolution. This complaint process may not be invoked for matters that have independent appeal processes that are already established. Examples of these include, but are not limited to, Student Conduct, Title IX, FERPA, Academic Appeals, Academic Integrity, and Financial Aid.

The process is divided into an informal and formal process. Resolution may be reached at any stage of the process.

Complaint Process Details

Informal Process

Utica University requires that you first make every effort to informally resolve a complaint or concern. It is important that you talk directly with the staff, faculty or administrator with whom you have a concern in order for them to have an opportunity to hear you and work with you to resolve the issue. As a professional courtesy, you are advised to:

Contact the college employee by phone to schedule an appointment
Be sure to identify yourself and provide contact information
Be clear about what your concern is and how you would like the issue resolved
If your concern has not been resolved, you may consult with the Office of Student Success or the Office of Graduate Studies to assist you in attempting to resolve the matter.

Formal Complaint Process

If you have exhausted the informal process and still have not resolved the issue, you may submit a formal complaint using the Utica University Student Complaint Form. This completed form should be submitted as soon as possible and no more than 60 days after the incident occurs.

Once your formal complaint has been submitted, you will be contacted by college personnel within five (5) business days to discuss your concern further. You will be provided information regarding next steps in the process and may be asked for additional information, if necessary.

If your complaint or concern has not been resolved to your satisfaction, you may appeal the decision. To appeal a decision, you will need to follow the instructions provided in the decision notification.

After your appeal has been submitted, you will be contacted within five (5) business days regarding next steps in the process and be given information as to who will be reaching out to you.

Please see the student complaint process webpage for further details: www.utica.edu/college/studentcomplaint.

Florida students dissatisfied with the outcome of their grievances may appeal to the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684.

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

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

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

Education Records and FERPA

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

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 University 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.
   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. Student transcripts are kept permanently. These files are maintained by the registrar.
   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.
   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.
   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.
   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.
   The Office of Student Affairs maintains files of students who have had cases adjudicated through the University'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.
   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.

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.

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.

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

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.

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:

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

   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.

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

   Accrediting organizations in order to carry out their accrediting functions.

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

   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 six 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 University.
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 paper copy and $4 per electronic 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 University 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 University 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 University 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, Utica e-mail address, Utica 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 University, 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 University to reveal the results of disciplinary proceedings against students accused of violent crimes who have been found responsible for violating the University's rules or policies. The University is also permitted to notify parents if a student younger than 21 is caught drinking or using illegal drugs.

Directory Information

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

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

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

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

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

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

without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

Release of Personal Information to Military Recruiters

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

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

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

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

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

Confidentiality for Student Employees

Students working in Utica University offices (student employees, resident assistants, or student interns) 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 University office, the University reserves the right to take disciplinary action.

Basic Academic Skills

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

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

Students must achieve a minimum grade of C when taking developmental courses (ENG 100 - Writing Skills (1, 2), REA 100 - Reading and Study Strategies (1), MAT 100 - Basic Mathematics (1 to 2)) for the first time in order to receive academic credit.

Introduction to Online Study at Utica

If you've never taken an online course before, this information will tell you what to expect in your course, help you get started, and provide answers to the most frequent questions that people have. If you have taken online courses before, this may provide helpful reference material.

Utica University's ABSN students use Canvas as their Learning Management System (LMS.) All other students use Engage as their Learning Management System (LMS). These are self-contained learning environments with all the tools to access course information, communicate with your instructor and other students, and complete and submit assignments.

Remember, if you ever have difficulty with your online course; please call:
Canvas Assistance Hotline (available 24/7): 1-855-495-9954 (Toll Free)
Engage Support (available 24/7): 1-866-264-1537 (Toll Free)

What to Expect in your Online Course
For some of you, this will be your first online learning experience. Others may be e-learning experts. We believe we've designed a unique learning opportunity, which makes the most of the convenience and the potential richness of online learning.

Budget Your Time
You should expect to spend approximately 8 - 12 hours per week on a course. That time may vary from week to week and student to student, but if you find you're spending much more, or much less time, we suggest you check in with your instructor. We think you'll have the best experience if you visit the course website several times during the week and log in every day to stay current with the material and participate actively in discussions. Your instructor will be actively involved in facilitating discussions and in leading the class through the course materials.

Interacting with Others
You will be expected to interact regularly with your instructor and fellow students through the online discussions. Your discussions will be enriched by studying all the course materials. You will also have the opportunity to communicate via the email system built into Angel Learning and possibly through live chat sessions.

The Role of the Instructor
Online courses involve much more than reading texts and writing papers. In particular, instructors can:

- tailor each session of a course to the particular needs, priorities and experience of the students.
- enrich the basic course material from their own expertise and experience.
- help students make the most effective use of their time.

Online Learning is Active Learning
For online learning in particular, you the student must drive your own learning experience. Your instructor functions as your primary resource and facilitator in this active, learner-controlled process. Your instructor also coordinates, synthesizes, summarizes, and comments on the work of the class as a whole.

Communicating with Your Instructor
You can always reach your instructor by course mail and you should receive a reply within 24 hours weekdays or on Monday for messages sent over the weekend. Many instructors have virtual office hours where they will be available for online chat sessions. You can access chat, email, and other communication tools from the course tools menu.

Organization of Course Materials
Inside your course, you will notice a series of tabs. These tabs will help you navigate through your course. The Lessons tab serves as an organizer for all the content within a course. There is also a Student Resources tab where you will find pertinent resources to assist you with your online education.

The tabs will be your roadmap throughout the course. Be sure to explore the course tabs so you are familiar with their purpose.

When you first log in to the course, the content for the current week (and all previous weeks) will be active. You should begin each week by clicking on the lessons tab. You will see the organization of content by modules or by weeks depending on how your instructor has organized the material.

Discussion Boards
The Discussion Board is a special kind of online mail or bulletin board where messages can be read and/or replied to by everyone in the discussion group (usually your whole class); this is often referred to as a "threaded discussion." Messages on the board are saved automatically.

The discussions form an integral part of the learning experience. In particular, by participating in the discussions you will:

- get your questions answered.
- see what other students think.
- learn about how the course material relates to a variety of people's experiences.
- practice phrasing your questions, concerns, and explanations clearly.
- practice communicating with colleagues via computer tools.
- receive feedback and summary information from your instructor.
- have a record of every message that was posted available to refer back to.

Email
Course mail allows you to send, receive, reply to, and forward mail messages to others in the course. Please remember that this email only functions within the course, so you can only send email to your instructor or your classmates. You can also store drafts of mail messages, search your mail messages, and add mail folders.

Chat
Some of our courses include a Chat feature. Chat allows students and instructors to have real-time conversations with others in the course. Chat is also the tool your instructor may use to hold online office hours.

Petitions

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

Summary Dismissal

Summary dismissal of a student is an exceptional step that may be taken by the University in response to student behavior in an academic setting that puts students, faculty, staff or a program at risk; that seriously undermines the integrity of the academic mission; or that places the University in legal jeopardy.

Summary dismissals are issued by the Office of Academic Affairs after review of the relevant student behavior and are effective immediately. Dismissed students receive an official communication outlining the justification for the dismissal and may appeal their dismissal to the Provost.

Academic Calendars

Academic Calendars can be located on the Utica University website at: Academic Calendar and Deadlines | Utica University

SUMMER 2022 ACADEMIC CALENDAR

ONLINE AND ABSN CLASSES

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 5/9/22 - 8/26/22

May 9	First Day of Classes
May 13	Last Date to Add/Drop
June 15	Deadline to Apply for August Degree
July 3	Mid Term, Mid Term Grades Due
July 18	Last Day to Withdraw without Academic Penalty
July 18	Last Day to Place Class on Pass/Fail or Audit
August 19	SOOT Opens (Link sent to students' UC email account)
August 25	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
August 26	SOOT Closes
August 26	Last Day of Classes
August 28	August Degree Conferral Date
August 31	Final Grades Due 11:59 PM

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 5/9/22 - 7/1/22

May 9	First Day of Classes
May 13	Last Date to Add/Drop
June 5	Mid Term, Mid Term Grades Due
June 13	Last Day to Withdraw without Academic Penalty
June 13	Last Day to Place Class on Pass/Fail or Audit

June 24	SOOT Opens (Link sent to students' UC email account)
June 30	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
July 1	SOOT Closes
July 1	Last Day of Classes
July 6	Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 7/4/22 - 8/26/22

July 4	First Day of Classes
July 8	Last Date to Add/Drop
July 31	Mid Term, Mid Term Grades Due
August 8	Last Day to Withdraw without Academic Penalty
August 8	Last Day to Place Class on Pass/Fail or Audit
August 19	SOOT Opens (Link sent to students' UC email account)
August 25	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
August 26	SOOT Closes
August 26	Last Day of Classes
August 31	Final Grades Due 11:59 PM

NURSING (Part of Term N6)

6-week term: 7/18/22 -8/26/22

July 18	First Day of Classes
July 22	Last Date to Add/Drop
August 15	Last Day to Withdraw without Academic Penalty
August 15	Last Day to Place Class on Pass/Fail or Audit
August 25	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
August 26	Last Day of Classes
August 31	Final Grades Due 11:59 PM

NURSING (Part of Term N11)

11-week term: 5/9/22 - 7/22/22

May 9	First Day of Classes
May 13	Last Date to Add/Drop
June 12	Mid Term, Mid Term Grades Due
July 4	Last Day to Withdraw without Academic Penalty
July 4	Last Day to Place Class on Pass/Fail or Audit
July 15	SOOT Opens (Link sent to students' UC email account)
July 21	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
July 22	SOOT Closes
July 22	Last Day of Classes
July 27	Final Grades Due 11:59 PM

FALL 2022 ACADEMIC CALENDAR

ONLINE AND ABSN CLASSES

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 8/29/22 - 12/16/22

August 29	First Day of Classes
September 2	Last Date to Add/Drop
October 15	Deadline to Apply for December Degree
October 23	Mid Term, Mid Term Grades Due
November 7	Spring and Summer Registration Begins
November 7	Last Day to Withdraw without Academic Penalty
November 7	Last Day to Place Class on Pass/Fail or Audit
November 28	Spring and Summer Registration For Non-Matriculated Students Begins
December 9	SOOT Opens (Link sent to students' UC email account)

December 15 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

December 16 SOOT Closes

December 16 Last Day of Classes

December 21 Final Grades Due 11:59 PM

December 31 December Degree Conferral Date

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 8/29/22 - 10/21/22

August 29 First Day of Classes

September 2 Last Date to Add/Drop

September 25 Mid Term, Mid Term Grades Due

October 3 Last Day to Withdraw without Academic Penalty

October 3 Last Day to Place Class on Pass/Fail or Audit

October 14 SOOT Opens (Link sent to students' UC email account)

October 20 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

October 21 SOOT Closes

October 21 Last Day of Classes

October 26 Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 10/24/22 - 12/16/22

October 24 First Day of Classes

October 28 Last Date to Add/Drop

November 20 Mid Term, Mid Term Grades Due

November 28 Last Day to Withdraw without Academic Penalty

November 28 Last Day to Place Class on Pass/Fail or Audit

December 9 SOOT Opens (Link sent to students' UC email account)

December 15 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

December 16 SOOT Closes

December 16 Last Day of Classes

December 21 Final Grades Due 11:59 PM

NURSING (Part of Term N6)

6-week term: 11/7/22 -12/16/22

November 7 First Day of Classes

November 11 Last Date to Add/Drop

December 5 Last Day to Withdraw without Academic Penalty

December 5 Last Day to Place Class on Pass/Fail or Audit

December 15 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

December 16 Last Day of Classes

December 21 Final Grades Due 11:59 PM

NURSING (Part of Term N11)

11-week term: 8/29/22 - 11/11/22

August 29 First Day of Classes

September 2 Last Date to Add/Drop

October 2 Mid Term, Mid Term Grades Due

October 24 Last Day to Withdraw without Academic Penalty

October 24 Last Day to Place Class on Pass/Fail or Audit

November 4 SOOT Opens (Link sent to students' UC email account)

November 10 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

November 11 SOOT Closes

November 11 Last Day of Classes

November 16 Final Grades Due 11:59 PM

SPRING 2023 ACADEMIC CALENDAR

ONLINE AND ABSN CLASSES

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 1/16/23 - 5/5/23

January 16	First Day of Classes
January 20	Last Date to Add/Drop
March 12	Mid Term, Mid Term Grades Due
March 15	Deadline to Apply for May Degree
March 20	Fall Registration Begins
March 27	Last Day to Withdraw without Academic Penalty
March 27	Last Day to Place Class on Pass/Fail or Audit
April 28	SOOT Opens (Link sent to students' UC email account)
May 4	Last Day to Withdraw-Fail (calculates as an “F” in GPA)
May 5	SOOT Closes
May 5	Last Day of Classes
May 7	May Degree Conferral Date
May 10	Final Grades Due 11:59 PM
June 5	Fall Registration For Non-Matriculated Students Begins

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 1/16/23 - 3/10/23

January 16	First Day of Classes
January 20	Last Date to Add/Drop
February 12	Mid Term, Mid Term Grades Due
February 20	Last Day to Withdraw without Academic Penalty
February 20	Last Day to Place Class on Pass/Fail or Audit
March 3	SOOT Opens (Link sent to students' UC email account)

March 9	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
March 10	SOOT Closes
March 10	Last Day of Classes
March 15	Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 3/13/23 - 5/5/23

March 13	First Day of Classes
March 17	Last Date to Add/Drop
April 9	Mid Term, Mid Term Grades Due
April 17	Last Day to Withdraw without Academic Penalty
April 17	Last Day to Place Class on Pass/Fail or Audit
April 28	SOOT Opens (Link sent to students' UC email account)
May 4	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
May 5	SOOT Closes
May 5	Last Day of Classes
May 10	Final Grades Due 11:59 PM

Administrative Officers and Staff

Office of the President

Laura Casamento, Ed.D.	President
Kelly Adams, M.S.	Vice President for Presidential Affairs and Chief Marketing and Communications Officer
Anthony Villanti, M.S.	Special Assistant to the President, Secretary to the Board of Trustees

Office of the Provost and Vice President for Academic Affairs

Todd J. Pfannestiel, Ph.D.	Provost and Senior Vice President for Academic Affairs
Ann Damiano, Ph.D.	Vice President for Institutional Effectiveness, Dean of Assessment
Judy Borner, M.S.W.	Director of Learning Services
Polly Smith, Ph.D.	Senior Vice President for Market Innovation and New Ventures, Associate Provost for Online and Extended Studies

Division of Online and Extended Studies

Polly Smith, Ph.D.	Senior Vice President for Market Innovation and New Ventures, Associate Provost for Online and Extended Studies
Holly Doty, M.S.	Director of Online & Extension Campus Compliance and Operations
Elizabeth Nassar, M.S.	Director of Academic Business Development
Rose Patterson, M.A.	Director of Online Design and Innovation

School of Health Professions and Education

Ahmed Radwan, Ph.D., D.P.T.	Dean, School of Health Professions and Education
Rona Levin, Ph.D.	Chair, Nursing Department
Jennifer Klimek-Yingling, Ph.D.	Coordinator, Family Nurse Practitioner MS Program
Wendy Moore, Ph.D.	Director, Accelerated Bachelor of Science in Nursing Program
Doreen Rogers, DNS	Director, Graduate Nursing

Frank E. Gannett Memorial Library

James Teliha, M.L.I.S., M.A.	Assistant Vice President, Library and Learning Commons

Registrar

Craig P. Dewan, M.S.	College Registrar
Mariah C. Kane, B.S.	Director of Transfer Services

Student Affairs

Jeffery T. Gates, Ph.D.	Senior Vice President for Student Life and Enrollment Management
Scott Nonemaker, M.S.	Dean of Students
(Vacant)	Director of Counseling
Carl Lohmann, M.S.	Director, Student Conduct and Community Standards
Kailea Murray, M.Ed.	Director, Career Readiness
Marissa Finch, M.S.	Director, Student Living

Office of Diversity

Anthony Baird, EdD	Vice President for Diversity, Equity, and Inclusion, Chief Diversity Officer
Mark Kovacs	Executive Director of Diversity, Equity, and Inclusion

Office of the Executive Vice President and Chief Advancement Officer

George Nehme	Vice President for Advancement

Advancement, Marketing and Communications

Kelly Adams, M.S.	Vice President for Presidential Affairs and Chief Marketing and Communications Officer
David M. Dellecese, M.S.	Director of Content Strategy
Kerr Flanders, B.S.	Director of Annual Support Programs
Melissa Foote, B.S.	Director of Advancement Research
Christine D. Leogrande, M.A.	Director of Media Relations
Amy Linder	Assistant Vice President, Advancement

Timothy Nelson, M.S.	Associate Vice President for Principal and Planned Gifts
Joseph Perry, M.S.	Director of Creative Services and Senior Writer
Joni L. Pulliam, M.S.	Executive Director, College Events and Conference Programs
Ashlea Schad, M.B.A.	Director of Development
Kevin Waldron, B.F.A.	Director, Graphic Design

Enrollment Management

Jeffery T. Gates, Ph.D.	Senior Vice President for Student Life and Enrollment Management
Susan Boucher, B.A.	Director of Student Accounts
Karen Ferrer-Muniz, M.A.	Associate Vice President for Enrollment Management
Karolina Holl, M.S.	Director, Financial Aid
Jessica R. Nelson, M.S.	Executive Director, Admissions
Richard J. Racioppa, M.A.	Executive Director, Student Athlete Success
John Rowe, M.A.	Executive Director, Graduate Admissions
Bethany Samuels, M.S.	Associate Director, Student Success

Financial Affairs

Pamela Salmon, B.B.A., C.P.A.	Vice President, Financial Affairs
Kristin Haag, B.S., C.P.A.	Assistant Vice President, Financial Planning and Analysis
Gregg Sponburgh, MPH	Director, Environmental Health and Conservation
Bobbi H. Smorol, B.S.	Director, Business Services

Office of the Vice President for Legal Affairs and General Counsel

Andrew Beakman	Vice President for Legal Affairs and General Counsel

Campus Safety

Shad Crowe	Vice President for Facilities and Emergency Management
Musco Millner III	Director of Campus Safety

Human Resources

Lisa Green, M.B.A., P.H.R.Vice President, Human Resources and Personnel Development

Lesley Wallace, B.A. Director, Employment and Retention

Office of Integrated Information Technology Services

Matthew Carr, M.S. Associate Provost/Vice President for Information Technology

Scott A. Humphrey, M.S.Director, College Information and Application Services

Scott M. Getz, B.A. Director, Infrastructure Services

Faculty

Lawrence Aaronson
Ph.D., Rutgers University

Linda Aaronson
B.S., Utica College

Abdulbast Abushgra
Ph.D., University of Bridgeport

Sarah Almquist, R.N.
B.S., M.S., Regis University

Wilfredo Alvarez
Ph.D., University of Colorado

Rita Anderson, A.P.R.N.
B.S.N., M.S.N., Columbia University

Kathryn Austin, R.N.
M.S.N., University of North Alabama

Matthew Bailey, R.N.
M.S.N., Capella University

Atasi Basu
Ph.D., Syracuse University

Deanna Bay
Ph.D. Syracuse University

Laura Bay
M.S. Syracuse University
Hossein Behforooz
Ph.D., The University of West London

Bari Berger, R.N.
M.S. University of Phoenix

Kathleen Bishop
M.S. Syracuse University

Helen Blouet
Ph.D., Syracuse University

Kimberly Bolton, R.N.
B.S.N., M.S.N., Eastern New Mexico University
D.N.P., Grand Canyon University

Marjorie Borgela, R.N.
B.S.N. Chamberlain University

Zoriana Bosak, R.N.
M.S., SUNY Upstate Medical University

Heather Breittholz
B.A., Dominican College
M.S. Ed., SUNY New Paltz
Ph.D., Keiser University

Donna Brooks-Titus, R.N.
B.S., University of South Carolina
M.S., Clarkson College

Courtney Brown
M.A., Syracuse University

James Brown
Ed.D., University of Phoenix

Jessica Brown
Ph.D., University of Albany

Elizabeth Burback
M.S., RIT

Sarah Burnett-Wolle
Ph.D., Pennsylvania State University

Kellany Cadogan-Noland, R.N.
B.S., M.S., Chamberlain College of Nursing
DPH, Walden University

Rafael Camejo, A.P.R.N.
B.S.N., M.S.N., D.N.P., University of Miami

Kathleen Capone, R.N.
B.S., University of Phoenix
M.S., LeMoyne College

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