



OF
SYRACUSE
UNIVERSITY

1999-2000
UNDERGRADUATE
CATALOG

Utica College of Syracuse University

1999-2000 Catalog

CollegeSource

Visit Career Guidance Foundation at <http://www.collegesource.org>

Copyright & Disclaimer Information

Copyright© 1994, 1995, 1996, 1997, 1998, 1999 Career Guidance Foundation

CollegeSource digital catalogs are derivative works owned and copyrighted by Career Guidance Foundation. Catalog content is owned and copyrighted by the appropriate school.

While the Career Guidance Foundation provides information as a service to the public, copyright is retained on all digital catalogs.

This means you may NOT:

- distribute the digital catalog files to others,
- “mirror” or include this material on an Internet (or Intranet) server, or
- modify or re-use digital files

without the express written consent of the Career Guidance Foundation and the appropriate school.

You may:

- print copies of the information for your own personal use,
- store the files on your own computer for personal use only, or
- reference this material from your own documents.

The Career Guidance Foundation reserves the right to revoke such authorization at any time, and any such use shall be discontinued immediately upon written notice from the Career Guidance Foundation.

Disclaimer

CollegeSource digital catalogs are converted from either the original printed catalog or electronic media supplied by each school. Although every attempt is made to ensure accurate conversion of data, the Career Guidance Foundation and the schools which provide the data do not guarantee that this information is accurate or correct. The information provided should be used only as reference and planning tools. Final decisions should be based and confirmed on data received directly from each school.

Utica College
of Syracuse University

Undergraduate
Catalog
1999–2000

Academic Calendar

FALL 1999

Classes Start
Last Day to Add/Drop
Family Weekend
Fall Recess
Mid-Term
Deadline for WD or P/F
Thanksgiving Recess
Last Day of Classes
Study Days

Examinations

Tuesday, August 31
Monday, September 6
September 17-19
October 11 & 12
Friday, October 22
Friday, November 5
November 24-28
Monday, December 13
Tuesday, December 14
Wednesday, December 15
December 16, 17, 18, 20, 21, 22

SPRING 2000

Classes Start
Last Day to Add/Drop
Mid-Term
Spring Recess
Deadline for WD or P/F
Last Day of Classes
(Friday Schedule to make up for Free Period)
Study Day
Examinations
Commencement

Wednesday, January 19
Tuesday, January 25
Friday, March 10
March 13-17
Friday, March 31

Wednesday, May 3
Thursday, May 4
May 5, 6, 8, 9, 10, 11
Sunday, May 14

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

Table of Contents

Utica College in Brief	4
The Community	7
The Campus	9
Mission Statement	13
The Undergraduate Program	15
Academic Requirements	16
Competency and Experience Credit	22
Utica College Honors Program	25
International Opportunities and Study Abroad	27
Acceleration of Study	27
Cooperative Education	27
Computer Facilities	28
Higher Education Opportunity Program (HEOP)	28
Preparation for Graduate and Professional Training	29
Joint Study Options	30
Second Undergraduate Degrees	31
Reserve Officer Training Corps (ROTC)	31
Division of Continuing Education	33
The Institute of Applied Ethics at Utica College	33
The Economic Crime Investigation Institute	33
Computer Forensic Research Development Center	34
The Institute of Gerontology	34
Utica College Womyn's Resource Center	34
The Raymond Simon Institute for Public Relations	35
Ethnic Heritage Studies Center	35
Centro Studi Casauriensi	35
Young Scholars Liberty Partnership Program	36
Washington Internships	36
Student Life	37
Residence Halls	37
Housing Policy	38
Conduct	39
Campus Dining Commons	39
Academic Support Services Center	40
Academic Accommodations for Students with Disabilities	40
Health Center	41
Health Insurance	41
Religious Activities	42
Writing Assistance	42
Media Center	42
Career Services and Cooperative Education	42
Utica College Alumni Association	43
Student Activities	44
Governing Bodies, Programming Boards, and Activities	44
Academic, Major, and Career-Related Clubs	45
Political/Social Consciousness Related Organizations	47
Cultural Organizations	48
Recreational Clubs	49
Service Organizations	49
Honorary Fraternities and Societies	49
Fraternities and Sororities	50
Cultural Activities	51
Media	51
Athletic Activities and Facilities	52

Admission to Utica College	55
Admission Requirements	55
Admission Process	56
Deferred Admission	56
Early Admission	56
Transfer Student Admissions	56
Transfers from Another College of Syracuse University	57
International Student Admissions and Intensive English Language Program	57
Special Admission Programs	58
Tuition and Expenses	60
Schedule of Tuition, Fees, and Deposits	62
Financial Aid	64
General Policy Statement	64
Academic Standards	65
Failure to Meet Academic Standards	67
Types of Assistance	67
Refunds	67
Procedures for Applying, Accepting, and Payment of Aid from Utica College	67
Sources of Assistance	69
Scholarships, Grants, and Awards	81
College Scholarships	81
Endowed Scholarships	82
Annual Awards	104
Regulations	107
Grievances and Complaint Procedures	123
Programs of Study (Arranged Alphabetically)	124
Courses of Instruction (Arranged Alphabetically)	187
Administrative Officers and Staff	252
Board of Trustees	257
Emeritus Directors, Utica College Foundation	259
Alumni Association, National Alumni Council	261
Faculty	263
Adjunct Faculty	272
Affiliate Facilities and Associate Clinical Faculty	277
Index	284

NON-DISCRIMINATION POLICY

Utica College is an equal opportunity, affirmative action institution and accepts students and employs individuals without regard to race, creed, color, sex, ethnic or national origin, religion, marital status, age, sexual orientation, veteran status, or disability. This nondiscrimination policy covers admissions, employment, and access to and treatment in College programs, services, and activities.

Utica College welcomes the physically-challenged and, in compliance with Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Barbara E. Jordan, Director, Career Services and Cooperative Education, coordinates the College's efforts to comply with the applicable law and regulations (see page 12). Stephen M. Pattarini, Director, Student Development, coordinates the College's academic support services to provide reasonable accommodations for students with disabilities (see page 40).

Utica College also welcomes qualified disabled veterans and veterans of the Vietnam Era and, in compliance with section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, does not discriminate against such individuals. James Spartano, Director, Physical Education and Athletics, coordinates the College's efforts to comply with the applicable law and regulations.

Utica College supports equal opportunity for both sexes and, in compliance with Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex.

Questions about any of the College's affirmative action policies may be directed to the Affirmative Action Officer, Mary E. Morton, Director of Human Resources, Utica College, 1600 Burrstone Road, Utica New York 13502-4892, telephone (315) 792-3276.

Utica College in Brief

Utica College of Syracuse University is a small coeducational college in a suburban setting, with a liberal educational philosophy and an informal, personal atmosphere. On a modern campus on the southwestern edge of the medium-sized city of Utica, New York, Utica College's 1,528 full-time and 445 part-time students enjoy a close personal relationship with both faculty and staff.

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

Although Utica College is financially and legally independent from Syracuse University, the College and University maintain an academic relationship. Graduates of Utica College receive the Syracuse University degree, as they have since the College's first Convocation in 1946.

The College is chartered by the Regents of The University of the State of New York under its corporate name, Utica College, and also is mentioned in Syracuse University's charter. Utica College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. Copies of accreditation reports are on file in each division office for the areas of concern to each academic associate dean.

Utica College offers programs in the liberal arts, sciences, management and economics, education, the social sciences, international studies, and such career fields as accounting, construction management, nursing and other health care specialties, public relations, journalism studies, and computer science.

Utica College subscribes to a philosophy of education which is dedicated to the cultivation of a liberally educated professional person. The College's approach is to combine a commitment to the complementary goals of liberal education and professionalism. In UC's view, a common thread of these goals is a concern for the individual and his or her role in society. Knowledge must be

used in a humane and moral way. Further, Utica College holds that education is a learning process which is a continuing, exciting, challenging, enlightening, and fulfilling experience requiring commitment, discipline, and excellence.

A liberal education might be characterized as that process which provides the student with a broad exposure to the major areas of knowledge, develops the basic communicative and cognitive skills, and nurtures a maturity which enables one to make use of knowledge and skills in an ultimately humane way.

Professionalism might be characterized as that conduct, or those qualities, which exemplify the attainment of knowledge or skills necessary to attain and hold a position in the chosen field of interest, reflect a spirit of service, and conform to a code of ethics by which the behavior of members of a profession is judged and regulated.

The student body at Utica College is diverse, made up of men and women from many socio-economic and cultural backgrounds. They represent a wide variety of ethnic groups, non-traditional students, veterans, and physically challenged persons. Some of UC's students commute from Utica and nearby central New York communities. While resident students come from all parts of the United States and a few other countries, most of them are from New York, New England, and the Middle Atlantic States.

Since its beginnings as a college founded to meet the educational needs of returning veterans of World War II, Utica College has had a basic philosophy of treating its younger students as adults, with all the rights and responsibilities which that implies. One of the strongest traditions of the College is student participation in all of the College's affairs. Because of this tradition, Utica College was one of the first institutions in the nation to meet the challenge of full student participation in campus government. Voluntarily, UC's students, faculty, and staff organized a College Council which gave each group a representative voice in governance of all College affairs—academic, social, cultural, administrative, and regulatory.

The College offers four-year programs leading to the bachelor of arts and bachelor of science degrees and select master's programs in education, physical therapy, and economic crime management. Students of exceptional ability may complete a bachelor's degree in three years. Experience and competency credits which recognize nonacademic sources of learning may be awarded to students who meet certain qualifications. Independent study programs and assistantships also are available.

Students interested in study abroad may participate in Utica College programs at the University of Wales-Aberystwyth in Great Britain, the University of L'Aquila in Italy, Xiamen University in the People's Republic of China, Abo Akademi in Finland, American College in Dublin, Jagiellonian University in Poland, or the countries of the former Soviet Union through the American Council of Teachers of Russian (ACTR). Students also can participate in Syracuse University's Semester Abroad Programs in France, Italy, Spain, Germany, England, or Israel, among other countries.

Utica College offers transfer options in engineering. The College has either a 2–2 or a 3–2 engineering option with the last two years taken at another institution. The 2–2 option leads to a bachelor of engineering degree. The 3–2 option leads to a bachelor of arts degree after four years and a bachelor of engineering degree after five.

The College maintains joint study options with the SUNY College of Optometry, the SUNY at Buffalo School of Dental Medicine, the Ohio College of Podiatric Medicine, the University of New England College of Osteopathic Medicine, and Lake Erie College of Osteopathic Medicine. After three years at Utica College and one year of professional study, the student will receive the bachelor's degree.

The most recent figures on cohort survival (New York State Higher Education Data System form NYSED 2.9B) indicate a cohort survival of 47%. This figure is based on 152 freshmen, who began their studies at UC in fall 1992, and remained until they earned their baccalaureate degrees. The total number of freshmen entering in that term was 323. For the same period, the cohort survival rate for transfer students in lower and upper divisions was 74%, based on 174 degrees conferred out of 234 transfer students as the base cohort figure. Summaries of job placement and graduate school placement statistics are compiled by and available in Career Services and Cooperative Education.

The Continuing Education Division offers a diverse program of late afternoon and evening courses for both credit and non-credit study. More than 2,500 students have obtained their baccalaureate degrees through Continuing Education. The summer session serves over 1,000 students with three sessions: two six-week sessions and a four-week session. Other classes are offered at varying intervals.

The Community

Utica is the major city of the western Mohawk River Valley and the socioeconomic hub of the Greater Utica-Rome metropolitan area (estimated population: 260,000). Located 90 miles west of Albany and 50 miles east of Syracuse, it is surrounded by central New York's dairyland and is in the heart of one of New York state's most scenic and historic areas.

It is an area rich in the history of the Iroquois Confederacy, the French and Indian Wars, the American Revolution, the great migration to the Midwest, and the western expansion of American commerce via the Erie Canal. Historic treasures in the area include the Oriskany Battlefield, Revolutionary Fort Stanwix (restored as a national monument) in Rome, and the homes of Revolutionary War heroes General Nicholas Herkimer and Major General Friedrich Wilhelm Baron von Steuben. Within an hour's drive of Utica are Johnson Hall, home of Sir William Johnson, colonial superintendent of Indian Affairs, in Johnstown; the Mansion House of the Oneida Community in Oneida; and Cooperstown, birthplace of James Fenimore Cooper, site of the Baseball Museum and Hall of Fame, the Farmer's Museum, and the headquarters of the New York State Historical Association.

Utica's cultural assets include: Munson-Williams-Proctor Institute and School of Art, one of the finest small art institutions in the country; the Oneida County Historical Society; the Utica Symphony, Inc.; the Broadway Theater League; the Players Theater Company; the Great Artists Concert Series; the Utica Public Library; the Oneida County Children's Museum; and the Utica Zoo. Cultural offerings are further enhanced by the libraries, art galleries, and cultural programs of the colleges in the area.

Utica College offers a variety of social, cultural, and recreational activities on campus throughout the academic year. These include major social weekends, plus many events sponsored by fraternities, sororities, and clubs.

Entertainment by both local and nationally recognized rock, blues, jazz, and folk performers is offered periodically in the Strebel Student Center. Classical music presentations are given by the UC Choir and visiting artists. The College pool, gym, tennis, racquetball courts and fitness center offer a full range of athletic activities every weekend during the academic year. In addition to these on-campus activities, Utica College students are welcome

at concerts, dramas, and other cultural events at many nearby colleges and universities.

The Utica area abounds in outdoor recreational resources. The city's park system includes the Val Bialas municipal ski slopes and ice skating rink just a mile from the campus, an outstanding small zoo, three large public swimming pools, an 18-hole public golf course, public tennis courts, picnic grounds, and an abundance of public athletic fields.

Excellent golfing, swimming, boating, fishing, hiking, and camping facilities surround the city. Nearby lakes include: Otsego at Cooperstown; Oneida at Verona; Delta, north of Rome; and the famous Fulton Chain of Lakes in the Adirondacks at Old Forge.

The ski facilities near Utica include Snow Ridge at Turin, Woods Valley near Rome, and McCauley Mountain at Old Forge. Further away, but within three hours driving time are New York state's three major ski resorts: Hunter Mountain in the Catskills; Gore Mountain; and Whiteface Mountain in the Adirondacks.

Snowmobile enthusiasts enjoy excellent trails around the city at Boonville, Snowmobile Capital of the East; at Old Forge; and at the Moose River Recreation Area.

The Campus

The predominant feeling of the Utica College campus is one of open space. The campus is bounded on the south by Burrstone Road, on the west by Champlin Avenue, on the north by private homes and the spacious grounds of the Mohawk Valley Psychiatric Center, and on the east by a tree-shaded residential area. The forested Adirondack foothills dominate the view to the north.

Utica College's buildings stretch along Burrstone Road and Champlin Avenue, enclosing a broad grassy mall where tennis courts and soccer, baseball, and softball fields are located. A map of the campus is located in the back of this catalog.

Three interconnected buildings face Burrstone Road:

Hubbard Hall contains air-conditioned classrooms and seminar rooms; specially equipped construction management classrooms and lab facilities; journalism and public relations classrooms; the Simon-Baker seminar room; a fine arts classroom; the Academic Support Services Center; the Opportunity Programs office; and the Judson Memorial Psychology laboratories.

Addison Miller White Hall houses the offices of Admissions, Continuing Education, Financial Aid, the Registrar, and Business Affairs, as well as the Division of Health and Human Studies, and faculty offices.

Gordon Science Center contains the Donahue Auditorium and specially equipped science lecture halls and laboratories for biology, microbiology, embryology, anatomy and physiology, botany, geology, chemistry, physical therapy, physics, and occupational therapy.

The **Frank E. Gannett Memorial Library** is housed on two floors of the three-level Frank E. Gannett Memorial Library building. The collection consists of 177,000 volumes, 1,200 serial subscriptions, and a microform collection of 60,500 units which includes journal backfiles, the *Congressional Record*, *The New York Times*, and other newspapers and books.

As a focal point for learning, teaching, and research, the Library provides responsive services for its users. A unique service offered by the Library is the delivery of personalized reference. In this approach, students receive professional client-expert consultation. Librarians in a tutorial setting work one-on-one with students to teach the techniques required to access local, national, and international information resources. For example, students may be tutored

in how to navigate the Internet, the best techniques in searching over 60 online databases, and traditional paper-based tools. The emphasis is on individualized, not group, library instruction.

With greater access to information sources, interlibrary loan plays a key role in providing the means to deliver non-UC library resources. UC is a member of OCLC, a bibliographic database through which it is possible to locate and borrow interloan items from local, regional, national, and international libraries. Efforts to build a stronger base for cooperation among academic libraries are being established to meet the growing needs of Library users.

The second floor contains the Jocelyn Romano Candido Rare Book Room, which houses Special Collections, and the Harry F. Jackson Welsh Collection.

A Friends of the Library group provides support for collection development and other activities relating to library services.

Normal operating hours during the regular academic year are as follows:*

Monday–Thursday	8:00 a.m.–midnight
Friday	8:00 a.m.–6:00 p.m.
Saturday	noon–6:00 p.m.
Sunday	noon–midnight

The **Media Center** is located in the lower level of the Library building where tape recorded lectures and study materials are available. Music classrooms also are located on the lower level.

The library basement houses four remodeled **computer labs**.

The **Library Concourse**, a large informal hall surrounding the Mary C. Romano Atrium, connects the Library to DePerno Hall. This unique area frequently is the site of musical recitals and receptions, and always is open for the free use of students and faculty for conversations, study, and informal class sessions.

The **Edith Barrett Art Gallery** is located in the Library Concourse.

Rocco F. DePerno Hall contains the offices of the President, the Vice-President and Dean, other college executives, Macfarlane Auditorium, and offices for the Division of Social Sciences and Management, as well as the Division of Arts and Sciences.

Champlin House is located across the street from the main campus on Champlin Avenue, adjacent to the Burrstone House. It contains the Division of College Relations, which includes Alumni Events, Development, and Public Relations.

Ralph F. Strebel Student Center is the social and recreational center of the Utica College campus. On the ground floor are Strebel Student Lounge, Strebel Auditorium, the Utica College Pioneer Café snack bar, a computer lab, the Student Health Center, the bookstore, the Strebel Service Center (provides student faxing, copying, poster making, and other services), and the Student Activities Office. On the upper floor are Strebel Dining Commons; the faculty/staff dining room and a conference dining room; the offices of the Vice-President for Student Affairs and Dean of Students, the Assistant Dean of

* Changes in hours for holidays, summer, wintersession, and final exams will be posted in the Library.

Students, Career Services and Cooperative Education, and Safety; WPNR radio station; and offices and meeting rooms for various student organizations, including the *Tangerine* newspaper, Student Senate, InterGreek Council, and Programming Board.

The **Harold Thomas Clark, Jr. Athletic Center** includes a gymnasium; a mini-gym; a 10-lane, 25-yard by six-lane, 25-meter pool; physical education classrooms equipped with television, videotape, and motion picture projection equipment; a physical therapy room; golf and batting cages; physical education and athletic staff offices; and equipment and locker rooms.

The gym can accommodate three basketball courts, six badminton and volleyball courts, two tennis courts, a press balcony, and bleachers seating 2,200 people.

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

The mini-gym has facilities for dancing and fencing. The dance area has its own sound system and dance mirrors.

Both the gymnasium and the mini-gym are equipped with sliding doors which enable them to be used for different activities at the same time.

The new addition contains a fully equipped Nautilus fitness room, three racquetball courts, a fully equipped free-weight room, and an aerobic room for modern dance and exercise.

South and North Hall Complexes, two of the College's residence facilities, are each three-story structures. Different living styles are offered in these traditional residence halls, including single, double-single, and double occupancy rooms on single sex or co-ed floors. Each hall has its own lounge, television and recreation rooms, and kitchen facilities. New freshman students, in standard doubles, make up the majority of residents in these two halls. The Residence Life Office and a tutoring center operate in North Hall. Special programs designed to ease the transition to college, counselor-in-residence, etc., are offered to students in North and South Hall Complexes. Free cable hook-up for television and on-campus phone service also are provided in each room in these halls. All rooms in both complexes are hardwired to have College Network Access, including Internet capabilities.

Alumni Hall is a residence facility for upperclass students containing 16 garden-style apartments. Each unit includes a living room, kitchen, bathroom, and dining area. There also are apartments specially designed to accommodate the physically challenged. Free cable hook-up and on-campus phone service are provided in each apartment. College Network Access, including Internet capabilities, is offered in the apartment bedrooms and living rooms.

Burrstone House is located across Champlin Avenue from the main campus. Formerly a hotel, the building contains 75 rooms for residential students. Large rooms usually house two students and are equipped with carpeting, private bathrooms, free cable hook-up for television, free on-campus phone service, air-conditioning, and other personal amenities. Burrstone rooms have modem access, including Internet capabilities. The majority of students living in Burrstone are upperclass, transfer, non-traditional, and international students in double rooms, but a limited number of double-singles may be available to returning students.

New Hall and Conference Center is the newly constructed (August 1999) residential building. This hall features suite-style living with either double or single accommodations for 150 students. The majority of students are returning upperclass in this “state of the art” facility. Free cable hook-up, on-campus phone service, and College Network Access, including Internet capabilities, are provided in each room. Other amenities, such as air-conditioning, an elevator, a kitchen per floor, and several large lounges, are also provided.

The **Newman Center**, a modern on-campus building, serves as headquarters for Utica College’s Roman Catholic Newman Community, where all students are welcome. The building is open weekdays and Sundays from noon until 11:00 p.m. for meetings, studying, and quiet time (prayer). Mass is celebrated on Sundays at 10:30 a.m.

Facilities for Physically Challenged Students. The campus has been modified to help accommodate physically challenged students, including those in wheelchairs. Automatic doors have been installed in Strebel Student Center, Clark Athletic Center, Gannett Memorial Library, and in the classroom buildings. Elevators have been installed in Strebel Student Center, Hubbard Hall, the Library, and the Clark Athletic Center. Emergency phones are located across the campus for safety purposes.

A variety of accommodations exist in the residence units for students who are physically challenged. For residence life assistance, contact Mark Kovacs, Director of Residence Life, at (315) 792-3285. The College is committed to making the pursuit of education convenient for physically challenged students. The coordinator for individuals with disabilities is Barbara E. Jordan, Director of Career Services and Cooperative Education, (315) 792-3087.

NOTE: All business offices operate on an 8:30 a.m.–5:00 p.m. normal business-day schedule during the academic year, with special hours during winter and summer sessions. Student-use facilities operate on day and night schedules which are shown in the student handbook. Any variation or change to posted hours of operation are disseminated by the *Day Sheet*, a student information newsletter which is distributed throughout the campus.

Mission Statement

The mission of Utica College of Syracuse University is to educate students, preparing them to achieve distinction in their chosen professions and inspiring them to become citizens committed to the well being of the larger communities in which they live. Accordingly, the College seeks to foster both intellectual and personal growth.

The College strives to be academically distinctive by recognizing the connection between liberal and career education. Rooted in the premise that liberal and career education complement and reinforce each other, the curriculum is designed to ensure that all students will:

- explore-various academic disciplines so they can appreciate the diversity of human knowledge, culture, and achievement.
- develop their higher learning skills, including their ability to inquire, investigate, and understand a subject in depth, to think clearly and critically, and to express themselves accurately and effectively.
- address the enduring questions of life, its meaning, diversity, and value and apply their learning and skills to life experiences in a humane and rational way.

The College recognizes as equally important the necessity for students to learn that they have responsibility for the society in which they live. To this end the College provides all students opportunities for positive and realistic self-appraisal; exposure to and appreciation of cultural, ethnic, and individual differences; independence and leadership; and commitment to the life of a community.

The College affirms its educational mission through its dedication to:

- the principles of academic freedom for both faculty and students alike.
- the ideal of academic excellence by seeking an outstanding teaching faculty offering intellectual challenge and encouragement inside and outside of the classroom; by encouraging faculty members to have high expectations for student intellectual and personal development; by supporting faculty professional development so as to expand and share knowledge through scholarship, research, and creative expression; by promoting distinctively personalized instruction through small classes

and close student-faculty interaction; and by providing modern library facilities and library professionals to enhance student access to knowledge.

- the goal of personal development and good citizenship by fostering collegial decision-making within the College community; by seeking a student body reflecting the cultural and ethnic diversity of the larger community; by offering intellectual, cultural, and athletic opportunities beyond the classroom; by encouraging faculty, staff, and students to make a commitment to community involvement and service; and by providing advice and support services through the professional staff.

The principal outcome of the College's educational mission is a graduate prepared for advanced academic study and/or professional employment in a particular area, yet conversant in the wide range of human knowledge, sensitive to cultural diversity, motivated by a spirit of service to the larger community, and committed to the humane application of knowledge.

The Undergraduate Program

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

All programs at the College offer the student opportunities for independent study and assistantships. A core curriculum provides students with a valuable foundation in liberal studies outside their major fields. UC's majors include programs for which the bachelor's degree is sufficient for a professional career, and programs which lead to graduate and professional study. Two important factors which give Utica College its distinctive academic quality are combining the strengths of liberal arts and professional studies and offering a diversity of major programs usually found only in large universities.

One of the College's greatest assets is its energetic and accomplished faculty. Most hold advanced degrees from prestigious American graduate schools. Of UC's full-time faculty, 92% have earned the terminal degree in their fields. Although many faculty members are engaged in research, their primary concern is high quality undergraduate instruction. Utica College students will have direct contact with their instructors because the typical class at Utica College consists of 20 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their classes. In addition to faculty services and counseling, Utica College offers professional academic and career planning advising and personal counseling to all students.

Utica College has three academic divisions which provide students with a wide choice of majors, plus a Continuing Education Division which offers evening courses from all divisions for both credit and non-credit study.

Utica College recognizes both exceptional ability and competency achieved through work experience, personal study, the military, vocational and

correspondence training, and other non-traditional forms of learning. As a result of this philosophy, Utica College offers a three-year study option for students who can demonstrate advanced standing, and affords opportunities to earn credits for experience and competence acquired outside formal academic educational institutions.

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

The College offers a Cooperative Education Program which provides full- and part-time work experience related to academic programs. Students gain on-the-job experience and earnings to assist with college expenses by participating in this program.

Utica College's programs are designed to give all students a sound basis in liberal arts and sciences. They are structured to permit students to change majors if interests change after entering college.

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

Academic Requirements

Core (34–55 credit hours)

The purpose of the core program is to encourage students to explore areas of knowledge other than their majors. The program seeks to provide students with educational experiences that will develop their ability to think clearly and critically, to express themselves accurately, and to become aware of the rich and varied knowledge and great accomplishments of society. Concepts introduced in core will be reinforced and developed through the student's chosen course of study.

Students must complete all three components of core. The following list outlines the academic groups from which students may select courses to fulfill core requirements, and the numbers of all courses which have been approved as core courses. For descriptions of each of these courses, see the course listings section. Some core courses satisfy major and major-related courses or prerequisites for those courses.

COMPONENT ONE–BASIC SKILLS (0–18 credit hours)

- I. **Written Communication** 6
English 101 and 102, or demonstrated competence leading to exemption.
In addition, a writing portfolio is required for graduation (see page 19).
- II. **Mathematics** 3
One of the following courses: Mathematics 104, 131, 143, 151, or
demonstrated competence leading to exemption.

- III. Foreign Language** 6
Competence in a Foreign Language through the 102 level (Chinese, French, German, Italian, Russian, Spanish) or demonstrated competence leading to exemption.
- IV. Oral Communication** 3
One of the following courses: COM 101: Interpersonal Communication, COM 103: Public Speaking, THE 136: Elements of Acting, or demonstrated competence leading to exemption.
- V. Computer Use**
Students are expected to possess the skills necessary to use computers for word processing, information retrieval, and data manipulation. Students lacking sufficient skills may be required to strengthen them, possibly through formal coursework.

COMPONENT TWO—GENERAL EDUCATION (28 credit hours)

- I. Three courses in the HUMANITIES** 9
Study of the humanities helps one become more perceptive, analytical, articulate, creative, and sensitive. Such study invites students to experience and react to a wide range of thought and feeling and nurtures the mind and heart.
- Major Components option: Select one course from each of the following categories:
- 1. Literature**
- | | | |
|----------------------|--|---|
| English 135 | Introduction to Literature | 3 |
| English 195 | American Literature and Culture | 3 |
| World Literature 205 | Masterpieces of World Literature:
Through the Renaissance | 3 |
| World Literature 206 | Masterpieces of World Literature:
Since the Renaissance | 3 |
| English 245 | Major Figures in English Literature:
Through the 18th Century | 3 |
| English 246 | Major Figures in English Literature:
Since the 18th Century | 3 |
- 2. Fine Arts**
- | | | |
|---------------|-------------------------|---|
| Fine Arts 115 | Introduction to Art | 3 |
| Fine Arts 245 | History of Art I | 3 |
| Fine Arts 246 | History of Art II | 3 |
| Music 115 | Introduction to Music | 3 |
| Music 226 | History of Music | 3 |
| Theatre 121 | Introduction to Theatre | 3 |
- 3. Philosophy/Semiotic Systems**
- | | | |
|----------------|--------------------------------------|---|
| English 103 | Introduction to the English Language | 3 |
| Film 201 | The Language of Film | 3 |
| Philosophy 101 | Critical Thinking | 3 |
| Philosophy 103 | Problems in Philosophy | 3 |
| Philosophy 104 | Philosophy of Religion | 3 |
| Philosophy 105 | History of Ancient Philosophy | 3 |

Philosophy 106	History of Modern Philosophy	3
Philosophy 107	Ethics	3
Philosophy 108	Professional Ethics	3
II. Three courses in the NATURAL SCIENCES AND MATHEMATICS 10		
The core experience in the sciences and mathematics exposes students to the history and general principles of biology, chemistry, geology, mathematics, and physics and teaches them how these principles apply to the world in which they live. A study of science and mathematics attempts to teach a rational approach to the solution of problems and stresses that theories of natural phenomena must be subject to rigorous, dispassionate, and continuous testing. Students taking these courses not only learn about current theories that explain our environment but also learn to be skeptical observers of whatever explanations are offered. Because Utica College feels that a laboratory setting provides the best medium for teaching the nature of scientific inquiry, the College requires each student to take at least one laboratory course. In both classroom and laboratory, students inquire, investigate, and understand subjects in depth and report their findings orally and in writing.		
Major Components option: <i>One</i> course in each of <i>three</i> of the following disciplines (one course must be a four-credit laboratory course):		
Biology . . .	BIO 101 & 102: Human Anatomy and Physiology I & II*	4
	BIO 111: Human Ecology	3
	BIO 112: Human Sexuality	3
	BIO 113: Human Genetics	3
	BIO 121: General Biology I	4
Chemistry . .	CHE 101: Chemistry and Society	3
	CHE 121: General Chemistry I	4
Geology . . .	GOL 105: Society, Earth, and the Environment	3
	GOL 115: Elementary Oceanography	3
	GOL 125: General Geology	4
	GOL 126: Historical Geology	4
History and Philosophy of Science and Technology	HPST 126: The Rise of Modern Science:	
	Aristotle to Newton	3
Mathematics	MAT 107: Introduction to Mathematics	3
	MAT 112: Basic Statistics	3
	PSY/SOC 211: Statistics in the Behavioral Sciences	3
	ECN 241: Statistics	3
Physics	PHY 116: Astronomy: A Study of the Universe	3
	PHY 123: Physics for the Liberal Arts	3
	PHY 151: General Physics I: Mechanics, Heat, and Waves	4
	PHY 261: Physics I	4
III. Three courses in the SOCIAL SCIENCES 9		
The purpose of the social science core is to help the student develop an understanding and appreciation of the nature and diversity of the human experience. This involves an examination of the historic roots of one's own and		

* Both courses are required to receive core credit.

other cultures, the institutions and processes which structure social life, and the interconnectedness of the individual, culture, and society. Students should select one course from each of the following categories. In each category there are some courses which are designated (D) as having a content which deals extensively with some aspect of cultural diversity. Each student should select at least *one* of these courses in fulfillment of the social science core.

1. History and Heritage

History 105	World History I	3
History 106	World History II	3
History 205	America in the Twentieth Century	3
Anthropology 251 (D) ..	Native American Culture and History	3
Social Studies 101 (D) .	Introduction to Black Studies	3

2. Social Institutions and Processes

Economics 141	Principles of Macroeconomics	3
International Studies 101 (D)	World Regional Geography	3
Government & Politics 101	Introduction to Politics and American Government	3
Sociology 151 (D)	Human Society	3

3. The Individual, Culture, and Society

Anthropology 101 (D) ..	Introduction to Cultural Anthropology	3
Psychology 101	Introduction to Psychology	3
Sociology 151 (D)	Human Society	3

COMPONENT THREE—WRITING PORTFOLIO

A writing portfolio is required for graduation.

Students entering as freshmen must complete the Standard Portfolio as described below. Transfer students entering with 57 or more credit hours earned and second-degree candidates with 63 or fewer credit hours required for the degree must complete the Transfer Portfolio described below. Students entering before fall 1993 should see their advisers about doing a modified version of the portfolio.

Intended to both teach and assess, a portfolio is a collection of student writing, representing a writer's development over time. Because the student's writing originates in course work and develops during the student's academic career, it provides a good representation of his or her work. It should include **a variety of forms**. On a transcript, it will appear as one of the following: **"complete"** or **"complete with distinction."**

The Standard Portfolio

The portfolio consists of a variety of **six** writing projects completed by students while they are at Utica College. These six papers must represent work from **six separate courses**, have **grades of "C" or above**, and be from courses taken **after the freshman year**. The papers must not be from Basic Skills courses. Students must have the cover sheet for each entry signed at the time they are taking the course. If they so desire, they may replace one entry for

another at a later date, providing the newer one meets the stated criteria. Cover sheets are available in division offices.

The writing portfolio contains:

- **one** research paper from a 300- or 400-level course.
- **one** in-class piece of writing (such as an essay exam or an impromptu essay).
- **two** writing assignments, one from each of two **writing-intensive** courses (not already counted as the above research paper).
- **one** submission to be designated by the department of and approved by the division of the student's major (the department/division may decide to allow another "open choice").
- **one** open choice submission (from the junior or senior year).

The "open choice" text may be one or several poems (60–80 lines), or it may be a piece of fiction (2500 words).

"With Distinction"—Students who wish to apply for the **"with distinction"** classification for their portfolios must include **six papers each with a grade of "A-" or "A"**, which showcase **a variety of forms**. They also must include **a written exploration** of their work, explaining their progress as writers and the role writing has played in their learning (500 words). An interdisciplinary committee will judge the "with distinction" applications.

As students complete portfolio entries and cover sheets, they should bring them to their advisers or to the division office of their major. Students are strongly encouraged to keep copies of their work on diskette or paper.

The Transfer Portfolio

All of the elements of the above system apply to transfer students entering with 57 or more credit hours earned, as well as second-degree candidates with 63 or fewer credit hours required for the degree. The only exceptions are that the portfolio need contain only **four** writing projects representing **four separate courses** of which **one is designated writing-intensive**. Each submission must represent typed, finished, and graded work. (One in-class essay exam may be included if it is later typed by the student and approved by the instructor; the original exam also must be included.) Students in Joint Study Options (see page 30) and the 3-2 transfer option in Engineering (see page 143) can successfully complete their writing portfolios by completing the Transfer Portfolio.

Major and Major-Related Requirements

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

The major programs provide the academic and professional education students will use to pursue a career in their special fields of interest. All

available programs are described in the section of the catalog titled "Programs."

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

Electives and Minors

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

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

Basic Academic Skills

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

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

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

Summer Institute

Utica College conducts a six-week Summer Institute designed to strengthen the readiness level of select students admitted to the College through the HEOP Program. Students accepted into the Institute will be required to take Reading 100 and English 100, as well as Mathematics 100 or Mathematics 104. Students will be placed in these courses according to their placement test results and will take them as credit courses. In addition, a non-credit complement of courses in study skills, basic skills, and the basic methods of inquiry will be required for each participant.

For additional information, contact the Office of Opportunity Programs.

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

Competency and Experience Credit

Utica College offers students the opportunity to earn a maximum of 30 hours of competency/experience credit. Competency and experience credit cannot be applied to satisfy Utica College's 30-hour residency requirement.

Course equivalence for competency and experience credit is determined by the various departments.*

Advanced Placement Examinations of the College Entrance Examination Board

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

Exams Most Frequently Evaluated	Grade	Credits Awarded	*UC Equivalents
English Literature & Composition	3	6	English 101, 135-Core
American History	3	6	History 204, 205-Elective Core
European History	3	6	History 103-Core, Elective
Math-Calculus AB	4 or 5	3	Mathematics 161
Math-Calculus BC	4 or 5	6	Mathematics 161, 162
Biology	4 or 5	4	Biology 121-Core
Chemistry	4 or 5	4	Chemistry 121-Core
Physics B	4 or 5	4	Physics 151-Core
Spanish Language	3	6	Spanish 101, 102-Core
Spanish Literature	3	6	Spanish 288-Core, Elective
American Government/Politics	4	3	Government & Politics 101-Core, Government and Politics Elective
Comparative Government/Politics	4	3	Government & Politics Elective
Art History	3	6	Fine Arts-Core, Elective
Music Listening & Literature	3	6	Fine Arts-Core, Elective
Psychology	3	3	Psychology 101

Subject Examinations of the College-Level Examination Board

Time: Before or during attendance at Utica College.

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

*Equivalent may change each year

- Credit:* Maximum of six semester hours for each examination, the credit not to exceed that assigned to an equivalent course offered at Utica College. **The minimum score is the mean score achieved by “C” students in the national norms sample.**
- Cost:* Only the fee paid to the College Entrance Examination Board.
- Approvals:* A matriculated student needs only the approval of their adviser, the division associate dean, and the Registrar, by completing a Permission to Study Form.

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

- Place:* As designated by the College Level Examination Program, Box 977, Princeton, NJ 08540. Ask that scores be sent to the Admissions Office, Utica College of Syracuse University, 1600 Burrstone Road, Utica, NY 13502-4892 or to the Registrar.
- Credit:* Six semester hours of core credit for each examination. Scores must be at or above the 50th percentile.
- Limits:* Students may not receive CLEP general examination credit in a core area in which they already have earned six hours of college credit.
- Cost:* Only the examination fee of the College Entrance Examination Board.
- Approvals:* Matriculated students need the approval of their adviser, the division associate dean, and the Registrar, by completing a Permission to Study Form.

College Proficiency Examinations

- Time:* Before or during work at Utica College.
- Place:* As directed by the agency administering the exams.
- Credit:* Up to six semester hours for each examination, the credit not to exceed the amount assigned to an equivalent course at Utica College. **The minimum acceptable grade is: P, C, or 50, depending on how the grade is reported.**
- Cost:* Only the fee paid to the agency administering the exams.
- Approvals:* Matriculated students must complete a Permission to Study Form with approvals from their adviser, the division associate dean, and the Registrar.

Credit from Noncollegiate Institutions

- Time:* Before or during work at Utica College.
- Place:* Any noncollegiate organization listed in *College Credit Recommendations* published by the University of the State of New York.
- Credit:* Variable, based on the recommendation in the *College Credit Recommendations*.
- Cost:* None.
- Limits:* Procedures governing the evaluation of transfer credit will apply.

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

- Time:* After completion of USAFI Subject Standardized Tests, End-of-Course Tests, and Subject Examinations or completion of DANTES Subject Standardized Tests and before admission to Utica College.
- Place:* The Admissions Office to whom the appropriate USAFI or DANTES records should be submitted.
- Credit:* Variable, based on the USAFI or DANTES catalog. **Minimum scores required are: 20 for Subject Standardized Tests, and S for End-of-Course Tests or Subject Examinations.**

Experience Credit

- Time:* After admission to Utica College for demonstrable skills and knowledge gained through experience acquired before admission to the College.
- Credit:* **Awarded at departmental discretion.** Up to one-fourth of the total hours required for the degree, but not applicable toward the 30-hour residency requirement or liberal arts and sciences requirements.
- Procedure:* These skills and knowledge must be applicable to the student's program and they must be verified by examination conducted by the department and approved by both the associate dean of the division in which the student is majoring and the Vice-President and Dean of the College before credit is granted.
- Cost:* See the "Schedule of Tuition, Fees, and Deposits" section.
- Approvals:* Those of the adviser, the division associate dean, and the Vice-President and Dean of the College.

Military Service School Credit

- Time:* After finishing military service training courses and before entering Utica College.
- Place:* The Admissions Office of Utica College, to which the records of the student's training course should be submitted.
- Credit:* Variable, to be based on *A Guide to the Evaluation of Educational Experiences in the Armed Services*, Commission on Accreditation of Service Experiences, the American Council on Education.
- Cost:* None.
- Limits:* Procedures governing the evaluation of transfer credit will apply.

Credit Earned through Correspondence Courses

- Time:* Any time before graduation from Utica College.
- Place:* Any accredited institution or any institution that is a recognized candidate for accreditation which offers correspondence courses.
- Cost:* Only the fee to the institution offering the correspondence courses.
- Limits:* Procedures governing the evaluation of transfer credit will apply.

Veterans' Credit for Physical Education

- Time:* After matriculation at Utica College.
- Credit:* Three hours in place of, and not in addition to, the three credit hours of physical education that may be earned through courses at Utica College.
- Cost:* None.
- Approvals:* Those of the adviser and the division associate dean.

Utica College Honors Programs

The Utica College Honors Program offers intellectually talented students the opportunity to participate in an enriched course of study fully integrated with the regular academic program. The Honors Program has two parts: (1) General College Honors, related to core and general College requirements usually completed in the freshman and sophomore years; and (2) Major Honors, related to the student's major course of study.

General College Honors

General College Honors emphasizes the interrelationship of all knowledge and, consistent with the philosophy of Utica College, supports its students in pursuing the strongest possible education in the liberal arts as the best foundation for any major and the best preparation for a changing world. Although the explosion of knowledge makes specialization necessary, the Honors Program values the balancing perspective of a larger view.

Admission to General College Honors is by invitation. Entering freshmen will be evaluated and invitations extended on the basis of academic performance and potential. Any students who wish to be considered for the Honors Program are welcome to make their interest known to the Director of the Honors Program. Additionally, students already enrolled at Utica College may apply for admission to General College Honors on the basis of their academic performance in their first semester.

To earn General College Honors, students must satisfy the following requirements:

Complete English 102H, a special section of Written Communication reserved for honors students, to fulfill the basic skills component of the College writing requirement. Honors students do not take the regular English 101-102 sequence.

Complete the core program, including a special course, English 235H, Studies in Literature, to fulfill the literature requirement in the Humanities area and two other honors sections of regular core courses, which will vary from year to year.

Complete UCC 259: Honors Seminar, an interdisciplinary seminar designed for honors students. The seminar will explore various topics from the points of view of different academic disciplines.

Achieve a cumulative grade-point average of 3.4 for the freshman and sophomore years or until the core requirements are completed.

Students who successfully complete General Honors will have their achievements noted on their Utica College transcript and in the Commencement program.

Major Honors

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

Admission to Major Honors is by invitation and will be extended to continuing or transfer students whose performance in their first two years of college satisfies the requirements of the major department and the Honors Program. Any students who wish may apply to the Director of the Honors Program for admission.

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

Complete six credit hours of course work in their major that has an honors designation and that culminates in an honors project (research or creative activity) to be presented to interested members of the academic community (489, 499 in major area).

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

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

Students who successfully complete Major Honors will have their achievement noted on their official College transcripts and in the Commencement program.

International Opportunities and Study Abroad

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

Students may, in addition, participate in study abroad programs through Syracuse University's Division of International Programs Abroad in Marburg, Madrid, Strasbourg, Florence, London, Tel Aviv, Hong Kong, and Harare. Other study abroad programs also can be arranged. Students also may participate in the Washington Semester Foreign Policy Program or the United Nations Semester Program, which are arranged through other schools, or UC's London Learning Experience.

Plans for study abroad should be made as early in a student's college career as possible as some programs may have specific language or other requirements. For additional information, contact the Director of International Programs.

Acceleration of Study

Students may accelerate the completion of their programs of study by taking courses during UC's summer session or by taking extra courses during the academic year with the approval of the associate dean of the academic division in which they are majoring. In some cases, the approval of the Vice-President for Academic Affairs and Dean of the Faculty may also be necessary. See "Special Admissions Programs" in the "Admission to Utica College" section for other opportunities.

Cooperative Education

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

Students may alternate periods of work and school throughout the calendar year or follow the parallel model where they work and take classes during the

same semester. Most work assignments are 12 to 14 weeks in duration. *These are paid opportunities which receive transcript recognition.*

Computer Facilities

The eight academic computer laboratories the College maintains are in Hubbard Hall, Gordon Science Center, the lower level of the Frank E. Gannett Memorial Library, and Strebel Student Center. These labs contain a combination of IBM compatible and Apple Macintosh computers. Classes are taught in all computer labs except for the one located in Strebel Student Center; all are accessible (during published hours) to any UC student with a valid ID. The computers are equipped with word processing, spreadsheet, and database programs and connected to laser printers. In addition, the four IBM-compatible labs in the lower level of the Gannett Memorial Library and the IBM-compatible lab in Strebel Student Center have Internet access. Student assistants are available in the labs to handle basic questions. Complex questions or problems are referred to the Computer Help Desk located on the second floor of Addison Miller White Hall.

The College also maintains IBM-compatible computers for Internet access and recreational use in the Pioneer Café.

The use of the College's computing facilities must be consistent with computer policies, federal and state laws, and the Student Code of Conduct.

Higher Education Opportunity Program (HEOP)

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

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

First-time HEOP freshmen are required to attend the six-week pre-freshman Summer Institute, which is designed to serve as a bridge between high school and college. The coursework is carefully chosen to match each student's level of skills and future career goals. Courses are offered in writing, mathematics, science, reading, and study skills. A staff of counselors and tutors is available to help students in their adjustment to college life.

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

Preparation for Graduate and Professional Training

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

Certified Public Accountant: The major in public accountancy as a registered curriculum meets the academic requirements for New York state (see page 126).

Law: The College offers a pre-law preparatory and advising program. Periodically pre-law meetings are held by the Pre-Law Adviser. Students interested in law school should be in constant touch with the pre-law adviser and make use of the pre-law library available at the Social Sciences and Management Division.

Teaching: Preparation for teaching in New York state must include both subject matter and professional course work. The College offers courses satisfying the requirements for a provisional certificate, but permanent certification requires a master's degree in a functionally related field. For detailed information, see the description of "Education" in the programs section of this publication or contact the Director of Teacher Education. For information about UC's master's program in education, contact the Office of Admissions.

Medicine and Dentistry: Although most prospective medical students follow one of the majors in science, a major in any liberal arts area can satisfy the pre-professional academic requirements, provided the program includes six hours of English, eight hours each in physics, biology, general chemistry, and organic chemistry. As medical and dental schools vary in admission requirements, students should note those of the college they desire to enter. Most medical schools require at least four years of college. Students may, under certain conditions, enter professional schools of medicine or dentistry after completion of three years of undergraduate work and receive a baccalaureate degree by substituting the first year of professional study for the senior year of undergraduate work. (See Joint Study Options on pages 30–31.)

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

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

Optometry, Osteopathic Medicine, Podiatry, Chiropractic:

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

Joint Study Options

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

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

Professional Option in Medicine and Dentistry: This plan makes it possible for students to qualify for a B.A. and an M.D. or D.D.S. in seven years. If accepted by an accredited school of medicine or dentistry after the completion of three years of undergraduate work, students may take their senior years in the professional school and be certified for a bachelor's degree by Utica College provided:

1. the student has completed a total of 90 hours of undergraduate liberal arts work with at least a B average (3.0);
2. the student has met all core requirements for the bachelor's degree;
3. in the student's junior year, he or she has fulfilled 12 credit hours of advanced courses in his or her major;
4. transfer students must have completed 60 hours in residence and have met all core requirements.

Joint Study Options - Optometry, Podiatry, Osteopathic Medicine, and Dentistry: At the time of application for admission to Utica College, students may also apply for admission to joint study options the College maintains with the University of New England College of Osteopathic Medicine, the Lake Erie College of Osteopathic Medicine, the SUNY College of Optometry, the Ohio College of Podiatric Medicine, and the SUNY at Buffalo School of Dental Medicine. These are seven-year programs in which the student studies at Utica College for three years and for four years at the professional school. After the first year of professional school, the bachelor's degree is awarded. More detailed information concerning these degrees is available from the Office of Admissions and the Pre-Medical Adviser.

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

Joint study options also may be available for the study of law. Consult the Office of Admissions or the Pre-Law Adviser for more information.

Other Areas: Other programs also may be available in such areas as Engineering, Law, Optometry, Osteopathic Medicine, Podiatry, and Chiropractic. Academic advisers can refer students to the appropriate program adviser.

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

Second Undergraduate Degrees

Subsequent to the completion of a first baccalaureate degree, students may matriculate for a second bachelor's degree in a field different from their first. Their transcripts will be evaluated to determine if their work fulfills core and liberal arts requirements. Students must complete all major and major-related requirements for the new degree and must complete a minimum of 30 hours at Utica College beyond the first degree. All second degree candidates will be required to complete the modified (transfer) writing portfolio requirement. See the Office of Admissions for more information.

Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps programs of the United States Army and United States Air Force are available to Utica College students. Both programs are essentially four years in duration but may be completed in three or two years. Initial entry must be prior to the end of the sophomore year. Both programs lead to a commission as Second Lieutenant upon receipt of a baccalaureate degree.

Army

The Army ROTC program and its component courses are available on the Syracuse University campus under the auspices of the Professor of Military Science, Syracuse University. Interested students are invited to contact the Professor of Military Science, Syracuse University, 308 Archbold Gym, Syracuse, NY 13244. Utica College students also may call the ROTC office on the SU campus collect at (315) 443-2462 or check the website at sumweb.syr.edu/armyrotc/. Course descriptions are found on page 229 and financial aid information on page 76.

Courses in military science curriculum are required for all Utica College students who elect to enroll in the Army ROTC program and are offered to others on a space available basis. The Army ROTC curriculum is a program of leadership development and instruction leading to a commission as a Second Lieutenant in the United States Army, the Army Reserve, or Army National Guard, upon graduation. The program consists of the Basic Course (freshman and sophomore years), the Advanced Course (junior and senior years), and a five-week Advanced Camp normally attended during the summer between the

junior and senior years. Participation in the Basic Course carries no military obligation. Participation in the Advanced Course requires successful completion of the Basic Course or validation thereof by other means such as veteran status or attendance at the Basic Camp. All Advanced Course students are paid \$150 monthly and are under obligation to complete Army ROTC, accept a commission, and to serve as a commissioned officer. Length of service varies; details may be obtained from program administrators.

Air Force

The Air Force ROTC program is available at Syracuse University. The traditional program consists of four years of academic and leadership courses, beginning in the freshman year. These courses are all taught at Syracuse University, and the students are required to provide their own travel between Utica and Syracuse to attend classes. During the summer between the sophomore and junior year, students are required to attend Field Training, a four-week military encampment which must be successfully completed to continue in Air Force ROTC. Other programs, such as free-fall and soaring (conducted at the Air Force Academy), combat survival school, and jump school, are also available during the summer months, and are all voluntary. While the four-year program is traditional, arrangements can be made for sophomores and juniors who wish to join Air Force ROTC and seek a commission in the Air Force. Additionally, for a limited time, special opportunities are available to students who will graduate in May 2001.

Any student at Utica College is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and text books are provided to the student at no cost. To successfully complete the program and be commissioned as a Second Lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica College. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also covers books and provides a \$150 per month stipend. Any Utica College freshman or sophomore who joins and participates in Air Force ROTC is eligible to complete for a scholarship which will pay up to \$15,000 per year toward tuition, cover books, and provide a \$150 per month stipend during the school year.

Career opportunities in the Air Force include pilot, navigator, air traffic control, aircraft maintenance, nursing, communications and electronics, computer science, space and missile operations, civil, mechanical, aerospace, and electrical engineering, logistics, personnel, finance, contracting, and security police. Opportunities also exist for lawyers, doctors, and numerous other specialties. Service obligations are ten years for pilots, eight years for navigators, and four years for all others, upon commissioning. Interested students should call (315) 443-2461, or e-mail afdet535@summon.syr.edu for more information. The Syracuse University home page also has links to an Air Force ROTC web page. See page 229 for course descriptions.

Division of Continuing Education

Since its founding in 1946, Utica College has made a large part of its programs available to adults of the greater Mohawk Valley area through its Division of Continuing Education. Currently, 11 complete baccalaureate programs are available to the evening student. They are: Accounting (CPA and Private), Business-Economics, Economics, English (General Program), History, Liberal Studies, Management, Psychology, Social Studies, and Sociology and Anthropology. A certificate in Gerontology, a distance learning program, "Studies in Gerontology," and an "English as a Second Language" cohort program also are offered.

Additionally, partial programs, minor concentrations, or other course work can be completed in many of the College's other degree programs.

Graduate study opportunities in education are available on the Utica College campus through Syracuse University. A weekend master of business administration degree program is offered through Sage Graduate School.

Students wishing to continue their studies but not desiring to pursue credit work can enroll in most regular undergraduate credit courses on a credit-free basis or in any of the many certificate programs, professional development courses, seminars, or other non-credit courses offered each year.

Other services available through Continuing Education include custom-designed courses, conference support services, and free academic counseling to adults considering post-secondary education.

Anyone who is a high school graduate or who holds an equivalency diploma may enroll as a non-matriculated undergraduate student. Students must be matriculated and complete their last 30 hours in residence in order to obtain a degree from Utica College. Non-credit courses generally are open to any adult.

See the "Schedule of Tuition, Fees, and Deposits" section on pages 62 and 63 for financial information.

The Institute of Applied Ethics at Utica College

The Institute of Applied Ethics at Utica College was founded in 1986 and has been affiliated with Utica College since 1987. Its fundamental purpose is to serve the Mohawk Valley region by promoting reflection upon and public discussion of ethical issues in health care and the related fields of law, social legislation, and business. The Institute provides the community with a resource of informed people willing and able to assist in the assessment of ethical problems and sponsors conferences, seminars, workshops, and lectures for both professionals and the general public.

The Economic Crime Investigation Institute

The Economic Crime Investigation Institute (ECII) was formed in November 1988 to support the major in criminal justice/economic crime investigation; prepare students to prevent, detect, investigate, and prosecute economic crimes; and provide continuing education opportunities for economic crime investigation professionals. The ECII meets its goals by encouraging the

exchange of expertise between educators and professionals in the field; placing students in internships, co-op programs, and professional positions with corporations and government agencies; sponsoring conferences, seminars, and lectures; and supporting research endeavors. The Institute has a distinguished board of directors which includes individuals at the top of their fields in higher education, business, and the federal government. These board members, who are experts in insurance fraud, credit card fraud, computer security, financial investigations, internal security, and corporate security, are working with Utica College faculty to accomplish the ECII's goal of preparing individuals to fight economic crime. In addition, with the help of grants from AT&T, Digital Equipment Corporation, and IBM, the ECII has developed a computer-aided instructional laboratory to be used by economic crime investigation, accounting, and computer science students for a variety of courses.

Computer Forensics Research Development Center

The Computer Forensics Research and Development Center (CFRDC) of Utica College opened May 7, 1999. It is the result of a study on the state-of-the-art in computer forensics that was conducted by Chet Hosmer, president of WetStone Technologies, Inc., and Dr. Gary R. Gordon, professor and director of economic crime programs at Utica College, and funded by the Air Force Research Laboratory/Information Directorate. The study identified a crucial need for an organization to facilitate the research and development of a new generation of computer forensic tools and methods. The CFRDC brings together key organizations from the military, law enforcement, commercial industry, and academe to help rapidly advance the emerging field of forensic information sciences. The center is located at Utica College and is governed by a board of advisors. Dr. Gordon is the director and Chet Hosmer is the research advisor. Its key partners are the Air Force Research Lab, the National Law Enforcement and Corrections Technology Center – Northeast (NLECTC-NE), and WetStone Technologies, Inc.

The Institute of Gerontology

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

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

Utica College Womyn's Resource Center

The Utica College Womyn's Resource Center was established during the 1990-91 academic year and functions in conjunction with the Womyn's Activist Association. Its recognized goal is the empowerment of all women through

education, mutual support, and growth. The Center is staffed by students and provides reading resources, referrals, networking opportunities, and programs concerning women's issues. The Utica College Womyn's Resource Center addresses the wide range of issues women of all ages, races, religions, abilities, and lifestyles confront on a daily basis.

The Raymond Simon Institute for Public Relations

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

To achieve this purpose, the institute honors the outstanding public relations/journalism alumnus; grants the Ben and Gene Comora Scholarship, the John Behrens Journalism Scholarship, and the Raymond Simon Scholarship; provides monetary support for faculty projects and student activities through the Bob '78 and Ellen Feldman Fund; and underwrites the cost of the Eleanor Sokolow/RSI Professional in Residence program, which brings outstanding professionals in public relations and journalism to campus for several days. Funding for the PIR program was made possible by a grant from Owen Comora '53 and his wife, Betty, and is named after her late mother.

Each year, the RSI also presents the George E. Jones '60 Outstanding PR/J Student awards to students in each of the four classes; the Owen Comora '53 *Tangerine* award to the most valuable staff member of the College newspaper; the Fred and Corinne Grates/RSI Achievement Award; and a \$2,000 David D'Alessandro '72 summer internship award, granted to help cover the expenses of students who have been deemed most deserving of support.

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

Ethnic Heritage Studies Center

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

Centro Studi Casauriensi

The Centro Studi Casauriensi (Center for Casaurian Studies) was founded in August 1991 in Castiglione a Casauria in the Abruzzi region of Italy and represents a collaborative effort between Utica College and private benefactors in Italy. Its goal is to foster and support both individual and group research on

the literature, sociology, psychology, mathematics, language, history, art, anthropology, science, etc. of the region in Italy once known as Casauria. The Center publishes an annual volume of contributions in several fields of knowledge by a variety of international scholars.

Young Scholars Liberty Partnership Program

The Young Scholars Liberty Partnership Program (YSLPP) is a collaborative project launched in 1993 between Utica College of Syracuse University and the Utica City School District. It is a multi-year program for young people designed to produce more college-bound students with Regents diplomas from the ranks of Utica's student population. It was created to provide support services aimed at raising student expectations and performance and extending them access to higher education.

Participating students are asked to meet certain academic goals through their middle school and high school years. The YSLPP will help them meet those goals by offering year-round educational opportunities and individual support through a structured program of counseling and encouragement to help them work to their full potential. The program is designed to provide a balance between academic and personal or social growth, offering activities and programs to further the development of self. Parents or guardians are asked to take part in appropriate activities and to provide ongoing support and encouragement to participating students.

Among the many benefits of the YSLPP are those affecting the Utica College community; college students enhance their education by performing worthwhile community service, and many college students earn valuable experience tutoring in the local schools, planning and participating in on-campus YSLPP experiences, and writing articles for and about the YSLPP for journalism and public relations classes.

Washington Internships

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

All students (in any major field) may apply, but the College will select the best candidate(s). Minimum requirements include a completed application form, a 2.5 GPA, completion of at least 45 credit hours, two acceptable letters of recommendation, a résumé, and a goals and issues essay. For more information, contact Professor J. Richard Emmert in the government and politics department.

Student Life

Residence Halls

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

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

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

Room and board are contracted for two semesters except for seniors graduating at mid-year or students leaving for affiliations/internships. All freshmen are required to live in College residence for their first two years, unless residing at home. Housing forms will be mailed to accepted students in February or once they have paid their Accepted Candidates Deposit. Room assignments generally are made prior to new students' arrival on campus, and the name(s) and phone number(s) of the assigned roommate(s) are mailed to students in early August.

Students who live in the residence halls are required to contract for both room and board. Charges are payable before the room can be occupied. Room charges and meal-plan costs are listed in the "Schedule of Tuition, Fees, and Deposits" section on pages 62 and 63 of this catalog.

The College reserves all rights concerning assignment of rooms, termination of occupancy, and the alteration of charges when necessary. New students' rooms are assigned by the Director of Residence Life in the order in which room and board applications and deposits are received after students officially have been admitted to the College. Married student housing or housing for UC students' children is not available.

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

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

Housing Policy

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

1. Housing assignments for returning residential students are processed on a seniority basis by academic class standing. A \$200 room deposit is required prior to the room selection process. The schedule for housing is established by the Residence Life Office including deadlines for deposits. All returning residential students may apply for housing during the month of April provided their room deposits have been paid. See the "Schedule of Tuition, Fees, and Deposits" section on pages 62 and 63 for amounts.
2. Returning students may apply to the College's on-campus apartment complex, Alumni Hall, or the newly constructed suite-style New Hall, in groups. Alumni Hall apartment, as well as the New Hall suite, selection is based not only on a seniority basis, but also on academic performance and disciplinary history. A limited number of single rooms are available in North and South Halls. Rooms in Burrstone House are assigned primarily to two students, and limited double-single rooms may be available. Each of these accommodations will be assigned on a seniority basis. Double occupancy rooms are the most common housing accommodations available at Utica College.
3. When a vacancy occurs in an apartment, in a suite, or in a double room, a student has the following options:
 - the Residence Life Office will assist the student in finding a compatible roommate to fill the vacancy; or
 - the student may move to another room to fill an existing vacancy; or
 - the student may pay the additional costs to lease the room as a double-single for the remainder of the semester (if RLO does not need the space).
4. Exceptions to the above procedures may be granted by the Director of Residence Life.

5. Students desiring to withdraw from the College's student housing must give notice of their intent to withdraw to the College's Residence Life Office. Students who reside on campus beyond the second week remain responsible for the payment of all rent until the end of the occupancy term, with exception to "first-time students" outlined under the federal pro-rata refund policy, if applicable. Charges for board will be on a pro-rated basis through the ninth week of each semester, with exception to the federal pro-rata refund policy. Notice of withdrawal must be given not less than seven days prior to the intended withdrawal date. Housing contracts are binding for an entire academic year. Exceptions are granted by the Director of Residence Life or by the Vice-President for Student Affairs and Dean of Students.

Conduct

Mature, responsible conduct at all times and in all relationships is expected of each Utica College student. Within the limitations which govern an ordered, intellectual community, the College offers all students freedom of inquiry, freedom of expression, and freedom of action. Freedom is not to be interpreted as license, for a corollary of freedom in a democratic society is responsibility. Each student is therefore expected to assume the obligations of responsibility as a citizen in this College community.

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

The College expects students to conduct themselves in accordance with the Utica College Code of Student Conduct, outlined in detail in the *Student Handbook*.

Campus Dining Commons

The Campus Dining Commons staff operates the Strebel Student Center Dining Commons, the Pioneer Café Snack Bar, and the Le Bistro Cart located in Gordon Science Center. Campus Dining Commons offers three meal plans: the Gold meal plan with continuous unlimited service, the 11-meal plan, and the 14-meal plan. Additionally, for commuter as well as resident students, the Commuter Advantage Club allows students to place funds on their account to purchase food and merchandise with their student card and save the New York state sales tax. For more information, contact the Campus Dining Commons office at (315) 792-3178.

The office also offers special services which include: catered events; bag lunches; a birthday service complete with a personalized cake, plates, and forks; picnics for groups of 40 or more; a serveware and equipment

loan program; meals for ill students; and the preparation of doctor-approved, special diets. Some of these services require a fee and/or advance notice, so students interested in a particular service should contact the Campus Dining Commons Office for further information.

Academic Support Services Center

The Academic Support Services staff provides a wide range of counseling services for students focusing on personal, vocational, and academic concerns. Located in room 109 Hubbard Hall, the Academic Support Services Center is staffed by counselors whose services are available to all students without cost. It is the staff's belief that, periodically in people's lives, a combination of factors may come together that inhibits their ability to meet their desired goals. Counseling services are designed to help students regain control over those factors. While personal counseling is available through the center, referral to off-campus agencies and/or counseling services also is obtainable through the counseling staff.

Planning an academic program will be among a student's highest priorities, and the Academic Support Services staff can be one of his or her most valuable resources. For students who have yet to decide on a major, the counseling staff is available to help them examine the variety of academic programs and advise them as to which major will best match their interests and meet their career goals. For the students who have chosen an academic discipline, the counseling staff, in conjunction with their faculty advisers, will provide advice to ensure that they complete all of the requirements for graduation.

In addition to the personal and academic counseling services described, Academic Support Services is the office that provides support services for students with physical, emotional, or learning disabilities. The staff also works closely with the Office of Opportunity Programs regarding referrals for tutoring services, which that office coordinates. In general, for students who have any questions or concerns of a personal or academic nature, contacting Academic Support Services would be a wise first step.

Academic Accommodations for Students with Disabilities

The College recognizes its obligation under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide reasonable accommodations for students with certified disabilities.

To be eligible for accommodations, students with physical or learning disabilities must provide the Academic Support Services Center with:

1. In the case of physical disability, relevant and current medical documentation.

2. In the case of learning disability, a written evaluation, including a discrepancy analysis, completed by a licensed psychologist or certified learning disability specialist, indicating the specific learning disability or disabilities.

Questions related to this policy should be directed to the Director of Student Development in the Academic Support Services Center, Room 109, Hubbard Hall, (315) 792-3032.

Health Center

All full-time students must submit a health form to the Student Health Center. The deadline for receiving health forms is August 15 for the fall semester and January 15 for the spring semester. **Students who do not submit a health form will not be provided with health care by the Student Health Center.**

When the College is in session during the fall and spring semesters, all full-time matriculated students who have a completed health form on file are entitled to health care services at the Student Health Center, located downstairs in the Strebel Student Center. The Student Health Center is open Monday–Friday, from 8:30 a.m. to 5:00 p.m. The Student Health Center provides medical care for students with acute short-term illnesses. All student records are confidential. No information can be released to anyone, including parents or legal guardians, without a signed release from the student. The center is staffed by a secretary, a nurse practitioner, and a licensed practical nurse. A doctor is on staff and available for appointments. Contact the Student Health Center to schedule appointments.

There are three hospitals in the area: Faxton, St. Elizabeth, and St. Luke's Memorial. St. Luke's is immediately across the street from the campus and provides 24-hour emergency care when the Student Health Center is closed. The cost of these services is the responsibility of the student.

In addition, New York State Public Health Law #2165 makes it mandatory that all graduate, undergraduate, full-time, and part-time students have signed documentation of measles, mumps, and rubella on file in the Student Health Center. A brochure explaining the requirements and Utica College's policy can be obtained at the Student Health Center.

Students have 30 days from the start of main campus day classes to comply. For the exact date, refer to Utica College's academic calendar. If students do not comply within 30 days, their registration will be dropped and they will be barred from attendance.

Health Insurance

It is advised that students carry health insurance through their parents' or their own insurance company. Health insurance covers medical services not available at or through the Student Health Center. Information and literature on a student health insurance policy is available from the Student Health Center.

Religious Activities

Utica College respects and protects all students' freedom to worship, in any way they find most satisfying, and to affiliate with religious organizations as they see fit.

UC offers a variety of religious activities and services on campus:

The Jewish Student Union fosters the religious, cultural, and social aspects of Jewish community life at Utica College. It strives, through special projects, to increase the bonds of fellowship which unite all students.

The Newman Community at Utica College is the Catholic Church on campus with an appointed chaplain who serves as the pastor. Newman provides liturgical worship, cultural and educational activities, human development programs with community involvement, personal counseling, spiritual counseling, sacramental preparation, and religious services. The Newman Parish has a modern center on campus adjacent to Alumni Hall with facilities for Sunday worship and daily Mass, a Meditation Chapel, a library, a lounge, and a meeting room. The Center is open to all students regardless of their religious affiliation and it is available to campus organizations for a variety of activities. All students are welcome to be a part of the Newman programs and participate in the activities.

The Protestant Chaplain provides opportunities for activities related to the various Protestant faiths.

Writing Assistance

The Writing Center, staffed by a faculty member and peer tutors, offers individual tutoring. Attendance is voluntary. Students may attend regularly, or intermittently, whenever they would like a response to their writing. The Writing Center, located in room 216, Hubbard Hall, helps writers help themselves.

Media Center

The Media Center is located in the lower level of the Frank E. Gannett Memorial Library building and is open seven days a week during the fall and spring semesters. It has 30 stations where students may listen to tape-recorded plays, poetry, readings, lectures, languages, and music.

Career Services and Cooperative Education

Career Services and Cooperative Education, located on the second floor of the Strebel Student Center, helps students select and pursue a career based on their interests and potential. Its services are available to all students and alumni. Career Services and Cooperative Education provides vocational and career information and counseling to help students gain a better understanding of themselves, and to successfully relate their aptitudes and interests to the employment needs of society.

Career Services and Cooperative Education establishes and maintains contacts with personnel recruiters from business and industrial firms, public and private educational institutions, and local, state, and federal governments.

A career library containing occupational and educational data is available to help students become well-informed and prepared job candidates. Counselors will help students develop credential files so that they may present their qualifications effectively to prospective employers or graduate/professional schools. Individual files will be maintained in Career Services and Cooperative Education indefinitely after each student's graduation; students are urged to take advantage of Utica College's career services as early as possible.

The Utica College Cooperative Education Program provides the opportunity to participate in a full-time or part-time paid work experience related to academic programs. Students can receive transcript recognition with zero credit for their co-op experience by registering for UCC 310-Cooperative Education, an all-college course. Volunteer placements also are available through an affiliation with the Volunteer Center of the Mohawk Valley. Placements are offered in educational, recreational, and community agencies.

Utica College Alumni Association

Graduates of Utica College become members of the Alumni Association upon Commencement. Students who have completed 30 hours at the College and whose class has graduated are considered members. The Association is governed by the National Alumni Council (NAC). The alumni members of the NAC have distinguished themselves through their professional or community work and their service to Utica College. NAC members coordinate services and activities for alumni which include: alumni regional events, alumni clubs, an annual on-campus alumni reunion, and alumni awards. Other volunteer opportunities in which graduates may become involved include the Alumni in Admissions Program, the Alumni Sharing Knowledge Program, and the Annual Fund campaign. The *Pioneer*, Utica College's alumni tabloid, and the *Alumni Connector* newsletters are sent to all alumni to keep them informed about the Utica College community.

The Office of Alumni Events is located in Champlin House.

Student Activities

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

All student organizations in this section are included based on past activities. As with most voluntary-participation groups, activities normally are based on the number of students participating.

Governing Bodies, Programming Boards, and Activities

The Finance Committee hears budget requests and recommends annual budget and supplemental appropriations to the Student Senate.

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

College Council is the chief governance forum of the College. Students, faculty, and professional staff discuss issues of significance to the College community. The Council has several policy committees and one programming committee. Students appointed by the Student Senate sit on all the committees of the College Council.

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

The Residence Hall Judicial Board is a student judicial board. Its purpose is to promote justice and fairness, and therefore, serve the College residential community by ensuring responsibility for the adjudication of infractions committed in the residence halls.

The Social Cultural Committee is the programming committee of the College Council. The Committee is comprised of students, faculty members, and professional and support staff. Emphasis in programming is placed on enhancing the educational and cultural climate of the campus.

The Student Programming Board is the programming arm of the Student Senate. The Board plans and implements a wide variety of social and cultural activities. Much of the work is done through the committees that include film, lectures, concerts, Club UC, special events, and publicity.

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

Academic, Major, and Career-Related Clubs

The Accounting Society is open to majors in accounting who have completed at least three terms of study in accounting with a C average.

The Asa Gray Biological Society is named in honor of the great American botanist who was born in nearby Sauquoit and educated in the Utica area. Membership is automatic for all biology majors and faculty and is open to all students and faculty interested in the biological sciences. The society expands and enriches the educational experience of students interested in biology through a variety of activities including seminars, colloquia, social events, and the publication of an alumni newsletter.

The Black Science Students Organization (BSSO) was established to offer moral support to students considering a career in medicine. This organization is open to every student regardless of race, creed, or national origin. It is comprised primarily of science, mathematics, and health science majors.

The Clara Nicholson Gerontological Society is named in honor of UC's professor emeritus in anthropology who initiated interest in gerontological study at Utica College. Membership is automatic for all psychology-gerontology majors and is open to all students, faculty, and staff with an interest in the aging process. The society enriches the educational experience of students by attendance at professional meetings and seminars and by involvement with community elders during an annual Senior Awareness Week.

The Criminal Justice Student Association is open to all full-time students having an interest in criminal justice. The purpose of the association is to acquaint its members with various criminal justice activities and procedures. The club sponsors a fall weekend trip to New York City where students are provided with a rare opportunity to spend eight hours riding along with New York City police officers. Spring events include a one day trip to the State Police Academy or other criminal justice facilities.

The ECI (Economic Crime Investigation) Student Association is open to all full-time students having an interest in ECI. It sponsors programs and forums of interest to ECI students.

The History Club was formed to foster the examination of topics of historical importance. It also seeks to help its membership in the pursuit of information regarding career options and graduate study.

International Club strives to enhance understanding between different cultures. The club also acts as a support group for newly arrived international

students, helping them acclimate to college life. Membership is open to all students.

The James Sherman Society, named in honor of a distinguished former Vice-President of the United States who was a native Utican, serves the intellectual interests of the Utica College community. The society sponsors lectures and discussions, helps prepare students for careers or professional schools, and acts as an advisory group to the government and politics faculty in planning and evaluating the political science major program.

The Marketing Club is a collegiate chapter of the American Marketing Association. The student chapter affords an opportunity for potential marketers to be exposed to the association's professional activities. Membership is open to all students.

The Math Club sponsors field trips for students, as well as campus visits by practicing mathematicians. The organization works to help mathematics majors better understand career options in mathematics. The members also attempt to solve math problems together.

The Media Club is open to journalism and public relations students and media professionals interested in meeting twice a month to exchange views on current media topics and to enhance students' overall awareness of a career in the media.

The Mock Trial Association, while geared toward criminal justice and pre-law majors, is open to all students. The members spend most of their time training and preparing for mock trial competition.

The Occupational Therapy Society is open to occupational therapy majors and is affiliated with the student organization of the American Occupational Therapy Association. Its purpose is to provide service through various projects and information sharing to promote a wider understanding of this profession.

The Utica College Philosophy Club provides a forum for the open discussion of philosophical issues. These can range from perennial questions such as the existence of God or the nature of justice, to issues of social relevance such as the morality of banning certain kinds of speech.

The Physical Therapy Society is open to all physical therapy majors and students interested in applying to the program. Its purposes are to explore topics relevant to the profession, assist in the improvement of the program where appropriate, promote the profession and program to the local community, and engage in activities that benefit the local community.

The Psychology-Child Life Club is open to all child life majors or other interested students. The purpose of the organization is to spread an awareness of the child life major throughout the campus and community. Throughout the year, the group sponsors several bake sales, flower sales, and a band in Strebel Student Center. The main project of the year is Children and Hospitals Week, during which numerous activities are organized.

The Psychological Society of Utica College is a group of students and faculty advisers who all share a strong interest in psychology and topics relating to it. Although the group is predominantly psychology majors, it is open to all students who wish to join. The purpose of the group is to search out careers and opportunities in, and become better acquainted with, the various fields of psychology; to promote understanding and cooperation between the faculty and

students in psychology; and to work together in improving the curriculum for psychology majors.

The Public Relations Student Society of America (PRSSA) is a national organization of public relations students and is affiliated with the Public Relations Society of America. The College's Raymond Simon Chapter was the second chapter to be organized in this national society. The UC group meets monthly and sponsors a wide variety of activities, including an annual spring trip to visit public relations firms.

The Student Contractors Association is open to all students having an interest in the construction industry. The purpose of the association is to keep students abreast of modern construction techniques and aware of current issues in the construction industry. This is done by way of guest speakers, field trips, and affiliations with various professional organizations.

The Student Nurses Association is open to all students in the Utica College nursing program. Its purpose is to promote interaction among students and professional persons in order to promote a wider understanding of the nursing profession.

The Student Teacher Education Preparation (STEP) of Utica College is open to any student who expresses an interest in education. The purpose of the organization is to encourage a coalition among Utica College students who are interested in the education field, thus increasing participation in academic issues relevant to education, and to develop a professional atmosphere by promoting interaction between students and faculty.

The Theatre Ensemble is a student organization in which all participants have the opportunity to develop individual or group projects in areas such as producing, directing, and acting. The group sponsors many activities, including performances at Munson-Williams-Proctor Institute, children's theatre, programs for high schools, and production of the playwriting contest winning scripts.

The Therapeutic Recreation Society is open to all therapeutic recreation majors and interested students.

The Utica College Student Chapter of the Society for Human Resource Management (SHRM) is open to all students interested in the field of human resource management. The UC chapter is a student chapter of the national organization, which is made up of professional human resource managers. Members receive numerous publications from the national headquarters plus many other benefits and services. The Utica College chapter meets regularly throughout the year for workshops, discussions, and guest lectures given by experienced human resource managers.

Political/Social Consciousness Related Organizations

The College Republicans further the intellectual interests of Republican students by providing a forum for the examination of topics of political concern.

The Gay and Lesbian Student Alliance offers positive educational information to Utica College and its extended community in order to encourage wider knowledge and understanding of gay men, lesbians, and bisexuals. The group offers a confidential, informal atmosphere where students can meet other students like themselves, discuss matters of concern, develop and use a body of supportive resources with positive homosexual themes, and socially interact.

Currently, contact with the group can be made through the Academic Support Services Office.

S.A.D.D. is the UC chapter of Students Against Drunk Driving. The club sponsors alcohol awareness programs throughout the year, particularly during Alcohol Awareness Week.

The Womyn's Activist Association is a student organization advocating the empowerment of women. The group sponsors programs to educate the College community about women's issues.

The Womyn's Resource Center was established in 1990 and works in conjunction with the Midlife and Older Women's Center. The center's goal is the empowerment of all women through education, mutual support, and growth. The center addresses the wide range of issues women of all ages, races, religions, and lifestyles face on a daily basis.

The Young Democrats promote the ideals of the Democratic Party.

Cultural Organizations

The African-American Company of Theatrical Expression (ACTE) is comprised of student thespians interested in working and performing plays, poetry, and prose written by and about African-Americans. The group is open to anyone interested in theatre.

Africa in Motion (AIM) celebrates the rhythm and spirit of African and Latino music through dance, spiritual movement, singing, and poetry. AIM is an ensemble of both men and women who perform on the Utica College campus and the surrounding area. All students are encouraged to join.

The Gospel Choir believes in maintaining a religious atmosphere through song. Students learn to sing together and take opportunities to perform on campus and in the community. The Choir provides important exposure to the African-American gospel experience.

The International Students Association brings together, through social and educational activities, American and foreign students to examine other cultures that touch American society.

The Jewish Student Union seeks to make the Jewish religion and its cultural values vital and relevant to the Utica College community.

The Latin American Student Union serves the interests of Latin American students and educates the College community about the Latin American experience. The LASU recruits Latin American students; sponsors speakers, movies, workshops, and cultural activities; and operates a tutoring program for Latin American students.

Students Associated to Represent India (SARI) was formed to promote Indian culture and to recognize Indian heritage. Membership is open to the entire College community.

The Students of African-American Descent Alliance (SADA)—Brothers and Sisters United (BSU) is an organization whose function is to develop programming for students and to strengthen communication between the administration and African-American students on campus. It also responds to students around the world who are looking to become a part of institutions such as Utica College, as well as others in this country.

The Utica College Band is devoted to the rehearsal and performance of music for band and, as instrumentation permits, for stage band. The group rehearses for three hours per week and presents concerts for the campus community and the public. (Academic credit may be received.)

The Utica College Choir is an organization of male and female vocalists which meets three hours per week for instruction and rehearsal. The Choir performs at least once a semester. (Academic credit may be received.)

West Indian Connection provides the Utica College community with exposure to the traditions and customs of the various West Indian cultures through festivals, workshops, and other special events.

Recreational Clubs

The Commuter Club is an organization of non-resident students whose function is to facilitate communications between resident students, faculty, and staff. Activities, such as commuter/dorm luncheons, dinners, and coffeehouses, are sponsored during daytime hours for greater participation by the College community.

The Lacrosse Club sponsors intramural and intercampus lacrosse competition.

The Outing Club was formed by a group of students for the purpose of taking nature trips to the forests and lakes in the area. It is open to all students, faculty, and staff who enjoy the outdoors.

The Ski Club was established to unite the skiers of Utica College in a social and recreational organization. The club sponsors weekend ski trips and is open to all students.

Service Organizations

VACUCS (Voluntary Action Club for Utica College Students) encourages student volunteerism in the community. It sponsors an annual Halloween Party for community youth that takes place on the Utica College campus.

Circle K was established on the UC campus in 1994. It is the Utica College student chapter of Kiwanis International. Circle K is involved in service projects on and off campus.

Honorary Fraternities and Societies

Alpha Sigma Lambda is a national honorary scholastic society for continuing education students. The Alpha Omicron Chapter was founded at Utica College in 1969. Its purpose is to honor the academic achievement of continuing education students.

Delta Sigma Rho-Tau Kappa Alpha is a national debate society. Utica College students are eligible for membership in the Syracuse University chapter. Membership is awarded on the basis of excellence in the fields of debate, discussion, oratory, and extemporaneous speaking.

Phi Alpha Theta is a national honorary fraternity for students and teachers

of history with chapters in some 90 colleges and universities. The Utica College chapter, Gamma Xi, was installed in the spring of 1950. Members of the fraternity receive the quarterly, *The Historian*, and are represented at the annual convention held at the same time and place with the American Historical Association.

Psi Chi is the national psychology honor society whose purpose is to advance the science of psychology while encouraging, stimulating, and maintaining the scholarship of individual members in all fields, especially psychology. The membership consists of three types: active, alumni, and distinguished member.

Sigma Tau Delta is an international English honor society whose purpose is to confer distinction for high achievement in English language and literature studies, to promote interest in literature and English language, and to foster the discipline of English in all of its aspects, including creative and critical writing. The Alpha Delta Chi chapter extends invitations to membership to students whose academic achievement meets the high standards set forth in the constitution and the local bylaws.

Tau Mu Epsilon is a national honorary-professional public relations fraternity, whose Beta chapter was founded at Utica College in 1952. Its purpose is to promote the profession of public relations and to honor outstanding students in this field.

Fraternities and Sororities

Hazing in New York state is against the law and against the rules of Utica College. Hazing of any type is not tolerated.

Specifically, the law prohibits "acts which recklessly or intentionally endanger mental or physical health or involve the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization."

Generally, it is a violation of the law and Utica College's rules whether or not participation in these acts is voluntary.

Fraternities

Alpha Chi Rho is a national fraternity whose Omicron Phi chapter was formed at Utica College in the fall of 1966.

Alpha Phi Delta is a national fraternity whose Beta Iota chapter was founded at Utica College in 1949.

Chi Kappa Delta is a local service and social fraternity founded at Utica College in 1994.

Phi Beta Sigma is a national, predominantly African-American fraternity whose UC chapter was established in 1984.

Tau Kappa Epsilon is a national fraternity organized at Utica College in 1968.

Xi Theta Psi is a local, predominantly Latin-American fraternity founded in 1995.

Sororities

Alpha Kappa Alpha is a national, predominantly African-American sorority, whose UC chapter, Iota Rho, was formed at UC in 1975.

Beta Sigma Phi is a sorority whose Utica College chapter was established in 1989.

Chi Beta Sigma is a local sorority organized in 1946.

Gamma Sigma Sigma, Gamma Eta chapter, is a national service sorority founded at Utica College in 1968.

Phi Sigma Sigma is a national social sorority whose Utica College chapter was established in 1990.

Sigma Gamma Rho, Theta Tau chapter, is a national predominantly African-American service sorority chartered at UC in 1983.

Theta Psi Kappa is a local, predominately Latin American sorority, founded in 1995.

Upsilon Chi is a local sorority that was organized in 1961.

Cultural Activities

The Micro-Art Gallery, located in Strebel Student Center, provides the Utica College community with an opportunity to exhibit original works of art, works in progress, part of their art collections, or other displays of interest to the College community. The Micro-Art Gallery encourages first time exhibitors, non-professionals, and all students willing to display their artistic efforts.

The Playwriting Contest is sponsored each year by the drama department. All are eligible to submit a short unpublished script. Winning entries receive cash awards and are produced in the spring semester.

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

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

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

Media

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

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

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

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

Athletic Activities and Facilities

Intercollegiate Athletics

The College sponsors men's varsity teams in soccer, baseball, basketball, swimming, tennis, and lacrosse. Women's varsity teams compete in soccer, basketball, swimming, tennis, volleyball, softball, and lacrosse. Varsity golf is open to both men and women.

Utica College is a member of the National Collegiate Athletics Association (NCAA), Eastern College Athletics Conference (ECAC), and the New York State Women's Collegiate Athletic Association (NYSWCAA). All teams compete in Division III of the NCAA, ECAC, and NYSWCAA. Men's and women's basketball belong to the EAA (Empire Athletic Association) Conference, which includes Nazareth, Hartwick, Utica, RIT, Ithaca, Elmira, Alfred, and St. John Fisher.

Intramural/Club Sports

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

Club sports teams in volleyball, cross country, fencing, field hockey, cheerleading, and karate provide additional opportunities for students to participate in athletic activities.

Facilities

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

- a large gymnasium with three full-length basketball courts;
- a 25-meter swimming pool;
- a mini-gym with exercise mirrors and a barre;

- saunas in the men's and women's locker rooms;
- a fully-equipped free-weight room;
- a fully-equipped fitness room, racquetball courts, and an aerobic room for modern dance and exercise.

Outdoor facilities include:

- six tennis courts;
- fields for soccer, lacrosse, flag football, and volleyball;
- softball/baseball diamond.

Selected facilities can be reserved for use by a group or an organization. To make a reservation, contact the Director of Physical Education and Athletics in the Physical Education and Athletics Office. Hours for gym facilities during the academic year are as follows:

- the gym, mini-gym, and weight room are open from 8:30 a.m. to 9:00 p.m., Monday through Friday, and 1:00 p.m. to 5:00 p.m., Saturday through Sunday, unless classes, events, or team practices are scheduled;
- the pool is open from noon to 3:30 p.m., Monday through Friday; 7:00 p.m. to 9:00 p.m., Tuesday, Wednesday, and Thursday; and 1:00 p.m. to 4:00 p.m. on alternate Saturdays and Sundays, unless it is reserved for other activities. Pool hours may vary for holidays and athletic events.

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

Philosophy for Utica College Athletic Department

1. The Athletic Department supports the academic mission by insisting on academic success as a requirement for participation in the athletic program. Athletics supports Utica College's mission of "offering intellectual, cultural, and athletic opportunities beyond the classroom." Athletics enhance the liberal education of men and women by exposing them to cultural, ethnic, and individual differences. Student athletes learn to appreciate diversity in an environment of equality and mutual respect.
2. The Athletic Department supports the College's mission of giving student athletes opportunities for positive and realistic self appraisal. The student athlete learns citizenship and ethics, develops social skills and leadership potential, and gains a stronger sense of independence.
3. The athletic program enriches the life of the campus and enhances the sense of community.
4. Intercollegiate sports participation is encouraged for as many students as possible.
5. The Athletic Department strives for broad participation through intercollegiate, club, and intramural sports. The department also emphasizes competitive excellence, sportsmanship, and positive attitudes.

6. The majority of scheduling is conducted with other Division III colleges in Utica College's geographic area.
7. Appropriate facilities, competent coaches, and competitive schedules are available to Utica College student athletes to assist them in reaching their athletic potential.
8. Emphasis is given to in-season competition; however, teams and individuals are encouraged and supported through post-season championships.
9. The athletic program is controlled, financed, and staffed through the same general procedures as other departments of the college.
10. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports. Participant interests will be one factor considered in the determination of the level of support provided by the college to each sport.

Admission to Utica College

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

Admission to Utica College of Syracuse University is competitive, yet fair. Each applicant receives individual consideration. Prospective students are required to submit a completed application form, high school or college transcripts, personal essay, an application fee or a request for fee waiver, and a counselor or teacher recommendation. The admissions committee requires SAT I or ACT scores from freshmen applying to the physical therapy or occupational therapy programs, joint study options, or for academic merit scholarships. Individual major programs may require additional information. Applicants are strongly encouraged to visit the campus for a personal interview with the admissions staff. Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance including course of study, GPA, rank in class, etc.; extra-curricular involvement; personal characteristics; and the applicant's potential for academic and personal success at the College. Utica College values diversity on its campus and encourages applications from students of many different heritages, beliefs, and backgrounds.

Requests for application materials should be directed to the Admissions Office, Utica College of Syracuse University, 1600 Burrstone Road, Utica, NY 13502. 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.

Admission Requirements

Freshman applicants should complete 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 which indicate sufficient ability and preparation for college level work.

Admission Process

Utica College conducts a rolling admissions program. The earlier an application is filed, the sooner a decision is made. It is recommended that students apply early in their senior year of high school. Application review begins in mid-November and extends until the class is filled. Individual majors which are especially competitive may be fully enrolled as early as January. Applicants for the physical therapy program, the occupational therapy program, joint study options, and academic merit scholarships are required to complete their applications by January 15.

Deferred Admission

Students who wish to take time off before enrolling in college may elect to have their admission deferred for a semester or a year by submitting a written request to the Director of Admissions.* A non-refundable tuition deposit (\$200) will be required to hold a place in the subsequent entering class.

Early Admission

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

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

Transfer Student Admissions

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

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

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

Candidates for the baccalaureate degree must satisfactorily complete a minimum of 30 credit hours of study at Utica College. A maximum of 90–98 credits may be transferred from four-year institutions, and 60–64 from two-year institutions, depending on one's academic major. Applicants to certificate programs may transfer up to 15 credit hours.

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

Transfers from Another College of Syracuse University

Students who are attending another college of Syracuse University and wish to transfer to Utica College should obtain an Intra-University Transfer Form from the Office of Student Affairs, Steele Hall on the Syracuse University campus. The form, along with a current transcript of course work and a Utica College application for admission, should be completed and sent to the Office of Admissions, Utica College of Syracuse University, 1600 Burrstone Road, Utica, NY 13502-4892. The application fee is waived and no essay is required for internal transfers.

International Student Admissions and Intensive English Language Program

International students enhance the cultural richness and diversity of a campus community. Utica College welcomes applications from international students and seeks to enroll those who have demonstrated academic potential in their home countries. Students whose native language is not English are required to submit TOEFL (Test of English as a Foreign Language) or MELAB (Michigan English Language Assessment Battery) scores.

A TOEFL score of 523 (193 computer-based) or a MELAB core of 77 is required to enroll in courses at Utica College. Students whose language scores fall below a TOEFL of 523 or a MELAB of 77 may be conditionally accepted for admission if they attend the Summer Intensive English Language Program at Utica College (or an equivalent program) and improve their language proficiency scores sufficiently.

International students who are admitted to Utica College with TOEFL scores falling between 523 and 550, or MELAB scores falling between 77 and 81, will be placed into English Composition (ENG 101/ESL), a three-credit course specifically designed for non-native speakers.

International students also may apply through the International Programs Office to the Intensive English Language Program (IELP) offered during both academic terms and in the summer. This program emphasizes reading, writing, listening, conversation, and TOEFL and MELAB preparation. IELP is an excellent stepping stone to enrolling at Utica College as a fully matriculated student.

Special Admission Programs

Opportunity Programs

Students who are eligible may be admitted to Utica College through the Higher Education Opportunity Program (HEOP) which offers support and assistance to New York state residents who meet certain educational and financial guidelines. (See page 28 in this catalog.)

Joint Study Options

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

Further information about these programs can be found on pages 30–31 of this catalog. Specific information about the application process is available from the Admissions Office.

Three-Year Study Option

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

Information about these examinations can be found on pages 22–25 of this catalog.

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

Veterans

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

Readmission

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

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

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

Special Students

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

Tuition and Expenses

Tuition at Utica College for the 1999–2000 academic year is \$16,150 a year, payable on the basis of \$8,075 per semester, plus a student activities fee of \$55 as well as a technology fee of \$75 per term. In addition, there is a fee of \$40 per term for each laboratory science course (\$100 for Gross Anatomy) and for occupational therapy laboratory courses. In the face of rising costs, charges will be subject to change. To their annual budget of college expenses, students should add at least \$500 for books and supplies. Summer session fees and credits are published in the summer session course schedule.

Students who plan to live in the residence halls should budget \$6,350 per school year for a double room in North or South Hall. A single room in North or South Hall is \$7,150, and a double room in either Burrstone House or Alumni Hall is \$6,850. These rates include the Gold Plan in the College dining hall; \$120 may be deducted from these rates for students selecting the 14-meal or 11-meal plan. See chart on page 62.

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

Deferred Payment

Although tuition is due and payable at registration, arrangements for deferred payments may be made with the Business Affairs Office. To defer tuition, students must pay at least one-third when they register. There is a \$55 fee to defer balances of \$350 or more. If the deferred balance is less than \$350, the fee is \$25. This balance will be payable in three monthly installments during the course of the semester. Utica College also accepts tuition payments through the following commercial payment plan: Academic Management Services (AMS) 1-800-635-0120.

For a minimal fee, families can contract with this agency on an annual basis with monthly payments commencing in June. The plans offer life insurance benefits. For more information, contact the company directly at the telephone number listed above.

Prepaid Tuition Plan

Utica College has a Prepaid Tuition Plan, which allows a freshman to pay in full by August 1, before the freshman's initial fall semester, eight consecutive semesters (four fall and four spring semesters) of full-time undergraduate tuition at the initial fall semester rate. This plan is available only to main campus undergraduate students and does not cover fees, room and board costs, books, or other College charges, which will be billed and payable in accordance with College policies. For a copy of the Prepaid Tuition Plan Agreement, write to the Business Affairs Office, Utica College, 1600 Burrstone Road, Utica, New York 13502-4892.

Credit Hour Charges

Full tuition is charged for both day and continuing education students for 10 credit hours with a maximum of 16 hours for all majors requiring 120 hours for graduation. For majors requiring 128 hours for graduation, the maximum is 17 hours. For students who have not designated a major, 16 hours is the maximum covered by full tuition. The major on the last day of drop/add will be used to determine the maximum credit hours to be covered by full tuition charges. For each credit hour above these limits, students will be charged \$545 per credit hour.

Students with at least sophomore class standing who have been named to the Dean's Full-Time Honor and High Honor Lists during their previous semester may register for a maximum of 19 credit hours in the fall or spring semesters and submit their bill for excess credit tuition charges and their Dean's Honor List recognition card to the Financial Aid Office. A Dean's Honor List Scholarship to cover those charges will be awarded automatically.

Permission to register for more than nine credits during the summer session will be granted only on approval by either the division associate dean (for matriculated students) or the Director of Credit Programs for Continuing Education.

Day students carrying less than 10 hours are charged at the rate of \$545 per credit hour.

Independent study, not part of a full-time program, is charged at the normal per credit rate for day programs, when taken.

Tuition for advanced and experience credit is \$168 per credit hour.

Financial Responsibility

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

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

Schedule of Tuition, Fees, and Deposits

Tuition (per year)	\$	16,150
Student Activity Fee (per year)		110
Technology Fee (per year)		150

ROOM ACCOMMODATION	ROOM & BOARD GOLD PLAN (includes 25 bonus dollars per term)		ROOM & BOARD 14-MEAL PLAN (includes 75 bonus dollars per term)		ROOM & BOARD 11-MEAL PLAN (includes 140 bonus dollars per term)	
	YEAR	TERM	YEAR	TERM	YEAR	TERM
North & South Halls (Double)	\$6,350	\$3,175	\$6,230	\$3,115	\$6,230	\$3,115
North & South Halls (Single)	\$7,150	\$3,575	\$7,030	\$3,515	\$7,030	\$3,515
North & South Halls (Double/Single, if available)	\$7,650	\$3,825	\$7,530	\$3,765	\$7,530	\$3,765
Alumni Hall & Burrstone House (Double)	\$6,850	\$3,425	\$6,730	\$3,365	\$6,730	\$3,365
Alumni Hall & Burrstone House (Double/Single, if available)	\$8,150	\$4,075	\$8,030	\$4,015	\$8,030	\$4,015
New Hall (Double)	\$7,150	\$3,575	\$7,030	\$3,515	\$7,030	\$3,515
New Hall (Single)	\$7,650	\$3,825	\$7,530	\$3,765	\$7,530	\$3,765
New Hall (Double/Single, if available)	\$8,650	\$4,325	\$8,530	\$4,265	\$8,530	\$4,265

Excess Credit Tuition (per credit hour)	\$ 545
Part-time Tuition (per credit hour, less than 10 hours)	545
Continuing Education Tuition (per credit hour)	
1–6 credit hours	168
7–9 credit hours	246
Advanced and Experience Credit (per credit hour)	168
Continuing Education Individualized Study (per credit hour)	545

One-Time Fees

Application Fee (new students only)	\$ 25
---	-------

Academic Service Fees

Technology Fee – per semester	
(Students enrolled for 10 or more hours)	\$ 75
Advanced and Experience Credit Examination Fee	
(per examination, per each unit of three credit hours	
or portion thereof)	55
Film Course Fee	40
Laboratory Fee* (per course for laboratory science,	
and occupational therapy laboratory, studio, and	
workshop courses)	40
Gross Anatomy Laboratory Fee	
(Biology 201, Physical Therapy 201)	100
Graduation Fee	20

Administrative Service Fees

Affiliation Change Fee	\$ 55
Deferred Tuition Fee (per semester)	
for deferred balances of \$350 or more	55
for deferred balances of less than \$350	25
Late Registration Fee: Day	50
Evening	10
Transcript Fee	5
Lifetime Transcript Fee (optional)	50
Insufficient Funds Check Fee (per return by bank)	25

Deposits

Accepted Candidate Deposit (new students only)	\$ 200
Room Deposit (returning students only)	200
Deferred Enrollment Deposit (non-refundable)	200
Gymnasium Locker Deposit	5

All fees and deposits listed above are for the 1999–2000 academic year

* Except Gross Anatomy (see separate listing)

Financial Aid

NOTE: At the time of preparation, several pieces of legislation were pending which could change amounts and guidelines affecting various aid programs described below. In some cases, state aid programs may be changed significantly.

General Policy Statement

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

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

The amount of need-based financial assistance awarded is based on the financial analysis systems of Utica College and the Federal Student Aid Program. Many factors are considered in determining need. The cost of attending Utica

College is compared to the income, assets, and liabilities of the student and parents. Every effort is made to consider individual financial situations or any unusual circumstances. Students may be expected to contribute from their own savings and earnings, and parents may be expected to make a reasonable contribution based on an evaluation of their ability to pay.

Academic Standards

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

TAP Standards

BACHELOR'S DEGREE • FULL-TIME

		SEMESTER									
		1	2	3	4	5	6	7	8	9	10
Satisfactory Progress Cumulative	Program Pursuit Each Semester										
	Number of credits enrolled	12	12	12	12	12	12	12	12	12	12
	Number of credits completed with a grade	6	6	9	9	12	12	12	12	12	12
	Number of credits accrued	3	9	21	33	45	60	75	90	105	120
		Cumulative grade point average	1	1.4	1.6	2.0	2.0	2.0	2.0	2.0	2.0

BACHELOR'S DEGREE • PART-TIME

Semester Equivalent	Hours Carried	Number of Credits Accrued	Cumulative GPA	Semester Equivalent	Hours Carried	Number of Credits Accrued	Cumulative GPA
1	3–6	0	0	11	61–66	51	2.0
2	7–12	3	1	12	67–72	60	2.0
3	13–18	6	1.4	13	73–78	66	2.0
4	19–24	9	1.4	14	79–84	75	2.0
5	25–30	15	1.4	15	85–90	81	2.0
6	31–36	21	1.6	16	91–96	90	2.0
7	37–42	27	1.6	17	97–105	96	2.0
8	43–48	33	2.0	18	106–112	105	2.0
9	49–54	39	2.0	19	113–118	111	2.0
10	55–60	45	2.0	20	119–120	120	2.0

CERTIFICATE PROGRAM

		SEMESTER	
		First	Second
Program Pursuit Each Semester	Satisfactory Progress Cumulative		
	Number of credits enrolled	1	2
	Number of credits completed with a passing grade	6	9
	Number of credits accrued	6	18
	Cumulative grade point average	1	1.6

Federal/Institutional Standards

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

Transfer of credits from previously attended institutions does not affect the student's academic progress at Utica College of Syracuse University. (The first semester of attendance here would therefore count the same as a first semester freshman on the following chart.)

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

Year	1	2	3	4	5
Number of hours to be completed successfully	20	40	60	90	120
Cumulative GPA	1.4	1.6	1.7	1.9	2.0

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

Interpretation of the Charts

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

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

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

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

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

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

Failure to Meet Academic Standards

Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, state, and College sources. Students may appeal for reinstatement of aid on the basis of physical illness, extraordinary personal difficulty, due to unusual circumstances. The Vice-President and Dean of the College will consider the student's full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Financial Aid Office.

Types of Assistance

There are five main types of assistance: grants, loans, work opportunities, internships, and tuition waivers for service to the College. Grants (often called scholarships) are direct awards and repayment is not required. Loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college. The College provides work opportunities under the Federal Work-Study Program and the College Payroll Program. Internships are positions requiring near-professional level skills and require year-round commitment. Internships generally are available only to juniors and seniors who will receive partial tuition waivers.

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

Refunds

Utica College follows prescribed regulations when determining the amount of refund owed to the Title IV, HEA Programs if a student receiving such aid officially withdraws, drops out or is expelled from the College on or after his/her first day of class. Please see the regulation section of this catalog for further details.

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

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

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

All prospective and returning matriculated students taking at least six hours at Utica College may apply for aid. Full-time (12 hours per semester) students may apply for all forms of aid described in the "Sources of Assistance" section. Matriculated students carrying at least six hours, but less than 12 hours, may be eligible for loans, part-time TAP, and Pell assistance. Some assistance may be available to matriculated students carrying three hours. See the Financial Aid Office for details.

Students Applying for Admission and Applying for Aid for 2000-01

1. Students must mail a copy of a 2000-01 FAFSA in the envelope provided by the processor so it is received on or before February 15, 2000, for preferred consideration. Forms filed after that date also will be considered.

Accepting the Award

1. Students must return all appropriate acceptance forms enclosed with the award letter by the deadline given in the award letter.
2. Extension of the accepted candidates deposit deadline for new students also applies to the financial aid acceptance deadline.
3. The students must provide documentation of all income by the deadline, if requested. Documentation includes, but is not limited to, signed income tax forms, 1099 forms, and letters from sources such as social security, welfare, pension, etc.

Students Currently Matriculated and Applying for Aid for 2000-01

1. Students must mail the 2000-01 FAFSA to the Federal Student Aid Processor so they will receive it on or before March 15, 2000. Applications for aid will not be considered without official forms.
2. Students must submit a verification of their family's income by May 1, 2000, if requested. Verification includes U.S. income tax forms and letters from non-taxable sources such as social security, welfare, veteran affairs, pensions, etc.

All Students—Appeal

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

1. The student (or the student's parents) may request an explanation from the Director of Financial Aid.
2. If the student (or the student's parents) remain dissatisfied with the award, the student (or the student's parents) may request in writing a review by the Admissions and Financial Aid Committee. The committee will not review requests for changes of an individual award which entails a revision of general policies.

Payments of Awards

Typical payment of a College Grant, a Federal Pell, and a Federal Perkins Loan is made by crediting a student's account in the amount of one-half of the award each semester. For example, a student living in the residence halls with a \$1,850 Pell, a \$3,100 TAP, a \$1,800 Federal Perkins Loan, a \$7,500 College Grant, and a \$2,625 Federal Stafford Loan could expect the following at 1999–2000 registration.

Charges	Fall	Spring
Tuition & Fees	\$8,205	\$8,205
Room & Board	3,175	3,175
TOTAL	\$11,380	\$11,380
Financial Aid		
Pell	\$ 925	\$ 925
TAP	1,550	1,550
Perkins Loan (formerly NDSL)	900	900
College Grant	3,750	3,750
Direct Stafford/Ford Loan	1,313	1,312
TOTAL AID	\$8,438	\$8,437
Charges	\$11,380	\$11,380
–Aid	–8,438	–8,437
Balance Due	\$2,942	\$2,943

Payment of Federal Work-Study awards is made directly to students every two weeks on the basis of submitted time sheets.

Sources of Assistance

There are three major sources of financial aid: the College, the federal government, and the state government.

I. Financial Aid Available through the College

College-Sponsored Grants and Scholarships

A variety of scholarships and grants are available at the College to assist students and their families with educational costs. Most scholarship recipients must be full-time (12 hours per semester) matriculated students. Students who wish to be considered for need-based scholarships must have completed all required financial aid forms. For a complete listing of these scholarships, please refer to the “Scholarships, Grants, and Awards” section of this catalog.

The College also provides grant funds annually to students on the basis of financial need and academic promise who are matriculated on a full-time basis.

College-Sponsored Internships and Work Opportunities INTERNSHIPS:

Application Procedure. Internship openings are advertised by the Student Employment Office, in the College information day sheet, and/or in the College newspaper. Applications should be made to the indicated College official.

Selection of Recipients and Allocation of Awards. Recipients will be selected on the basis of their ability to perform the work required in the position. Recipients must be matriculated students maintaining full-time status. Students must be in good academic standing to be considered for employment.

Award Schedule: Payment is made to students on an hourly basis.

Rights and Responsibilities. Satisfactory job performance and maintenance of at least a 2.0 GPA is required for continued employment.

Students terminated from employment due to failure to meet job expectations are eligible to reapply for employment one year from the date of termination.

COLLEGE PAYROLL:

Application Procedure. The Student Employment Office has some openings for on-campus positions which are not related to financial need (see Federal Work-Study). For details contact the Student Employment Office.

Selection of Recipients and Allocation of Awards. Students are selected by supervisors in the work area on the basis of skill. Students must be enrolled at least half-time at Utica College. Students must be in good academic standing and have at least a 2.0 GPA to be considered for employment.

Award Schedule. Payment is made to students on an hourly wage basis.

Rights and Responsibilities. Satisfactory job performance and maintenance of at least a 2.0 GPA is required for continued employment.

Students terminated from employment due to failure to meet job expectations are eligible to reapply for employment one year from the date of termination.

College Grants Sponsored by the Federal Government

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG):

Application Procedure. Application for these federally funded grants is through the Utica College Financial Aid Office, which is responsible for determining who receives a Supplemental Grant, as well as the amount. Follow the procedures for applying, accepting, and payment of aid from Utica College outlined on pages 67–69.

Selection of Recipients and Allocation of Awards. Students must be in exceptional financial need, to the extent that without a Supplemental Grant Award their education could not be continued.

Rights and Responsibilities of Recipients. Students must continue to make satisfactory academic progress.

College Grants Sponsored by New York State

Due to proposed New York state budget cuts, funding for HEOP Grants and APTS for 1999-2000 was uncertain as of press time for this Catalog. For current information on the funding status of HEOP and APTS, contact the Office of Financial Aid.

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP) GRANTS:

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

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

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

Rights and Responsibilities. Students must continue to make satisfactory academic progress. See financial aid for details.

AID FOR PART-TIME STUDY (APTS):

Application Procedure. Application is made through the Utica College Financial Aid Office on an APTS application. The deadline for application is the first day of class each semester.

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

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

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

College Loans Sponsored by the Federal Government

FEDERAL PERKINS LOAN:

Application Procedure. Application is made through the Utica College Financial Aid Office for this program which is jointly financed by the federal government and Utica College. Forms, as well as specialized information on loan cancellation provisions for borrowers who go into certain fields of teaching or specified military duty, are available from the Financial Aid Office. Follow the procedures for applying, accepting, and payment of aid from Utica College outlined on pages 67–69.

Selection of Recipients and Allocation of Awards. Loans are available to students enrolled at least half-time at Utica College.

Rights and Responsibilities of Recipients. The current interest rate, payable during the repayment period, is five percent on the unpaid principal. Repayment begins nine months after graduation or leaving school, and may extend up to 10 years. Payments can be postponed for up to three years during active U.S. military service; service in the Peace Corps, VISTA, Public Health Service, or similar national programs; completion of required internships; or recovery from a temporary disability.

Federal Work-Study Sponsored by the Federal Government

FEDERAL WORK-STUDY PROGRAM (FWSP):

Application Procedure. Application is made through the Utica College Financial Aid Office for this program which is jointly funded by the federal government and Utica College. The procedures for applying, accepting, and payment of aid from Utica College are outlined on pages 67–69.

Selection of Recipients and Allocation of Awards. The applicant must be enrolled at least half-time at Utica College. Utica College makes employment reasonably available to all eligible students in the institution who are in need of financial aid. In the event that more students are eligible for FWSP than there are funds available, preference is given to students who have great financial need and who must earn a part of their educational expenses. FWSP has been amended to encourage FWSP recipients to participate in community-based service. Students must be in good academic standing and have at least a 2.0 GPA to be considered for employment.

Award Schedule. Factors considered by the Financial Aid Office in determining whether, and how many hours, the applicant may work under this program are: financial need; class schedule; and academic progress.

Students are paid on an hourly basis at the current federal minimum wage or higher, depending on the type of work performed and the skills required.

Rights and Responsibilities of Recipients. Satisfactory job performance and maintenance of at least a 2.0 GPA is required to maintain a FWSP position.

Students terminated from employment due to failure to meet job expectations are eligible to reapply for employment one year from the date of termination.

II. Financial Aid Available through the Federal Government

Federal Pell Grant

Application Procedure. Applications and other materials are available through the Utica College Financial Aid Office.

The completed application should be submitted for processing according to the directions included on it. Students then will receive a calculated Student Aid Report (SAR). Based on this report, the Utica College Financial Aid Office will determine the amount of the student's award. Upon enrollment, funds are credited to the student's institutional account.

Method of Selection of Recipients and Allocation of Awards. Eligibility for the Pell Grant Program is determined by federal formula. Scholastic accomplishment has no bearing on eligibility. A recipient must be enrolled as an undergraduate student at Utica College and must need financial assistance to continue his or her education.

Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Department of Education and is reviewed annually by Congress. The family contribution is calculated by this formula.

Award Schedule. Currently awards range from \$400 to \$3,125. The amount of the award will be affected by costs of attendance, expected family

contribution, and full- or part-time enrollment status. The Pell Grant award is not duplicative of New York state awards described below.

Rights and Responsibilities of Recipients. Students must continue to make satisfactory academic progress in the program in which they are enrolled. They must not owe any refunds on the Pell Grant or other awards paid, or be in default on repayment of any student loan.

Before receiving payment, the student must have signed an affidavit that all money received will be used for the costs of attendance only.

Award payments are made by credit to the student's Utica College account.

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

Application Procedure. Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study. Students also must follow the procedures for applying, accepting, and payment of aid from Utica College outlined on pages 67–69.

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

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

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

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

Veterans Administration (VA) Educational Benefits

VETERANS' EDUCATIONAL ASSISTANCE PROGRAM:

Application Procedure. Application forms are available at VA offices, active duty stations, American Embassies, and from the Utica College Veterans Counselor. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards. For the most part, benefits under Chapter 30 end 10 years from the date of the veteran's last discharge or release 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, 2000. 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 release 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 discharged because of downsizing the military between October 1, 1991, and September 30, 1995.

Award Schedule. Veterans who served on active duty for three years, or two years active duty plus four years in the Selected Reserve or National Guard, will receive \$427.87 a month in basic benefits for 36 months. Those veterans who enlisted for less than three years will receive \$347.65 a month. VA pays an additional amount, commonly called a "kicker," if directed by the Department of Defense. Starting with fiscal year 1994, cost-of-living increases in the basic rates will be required by law.

MONTGOMERY GI BILL (SELECTED RESERVE):

Application Procedure. Application forms are available at VA offices, active duty stations, American Embassies, and from the Utica College Veterans Counselor. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards. The Montgomery GI Bill (Selected Reserve) is a program of education benefits for members of the reserve elements of the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Army National Guard and the Air National Guard. This program also is referred to as Chapter 106. To be eligible for the program, a reservist must:

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

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

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

Benefits also may be received for solo flying hours up to the minimum required by the FAA for the rating or certification being pursued. Before beginning training the reservist must have a private pilot license and meet the physical requirements for a commercial license.

Remedial, deficiency, and refresher training also may be available to the reservist.

Award Schedule. The full-time rate is \$190 a month for 36 months. Starting with fiscal year 1994, cost-of-living increases will be required by law.

VETERANS' EDUCATIONAL ASSISTANCE PROGRAM (VEAP):

Application Procedure. Application forms are available at VA offices, active duty stations, American Embassies, and from the Utica College Veterans Counselor. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards. Under VEAP, active duty personnel voluntarily participated in a plan for education or training in which their savings are administered and added to by the federal government. Servicepersons were eligible to enroll in VEAP if they entered active duty for the first time after December 31, 1976, and before July 1, 1985. Some contribution to VEAP must have been made prior to April 1, 1987. The maximum participant contribution is \$2,700. While on active duty, participants may make a lump-sum contribution to the training fund.

A serviceperson who participated in VEAP is eligible to receive benefits while on active duty if: (a) at least three months of contributions are available, except for high school or elementary school, in which case only one month of contributions is needed; and (b) the first active-duty commitment is completed.

If the individual's first term is for more than six years, benefits may be available after six years. To attend an elementary or high school program, the individual must be in the last six months of the first enlistment.

A veteran who participated in VEAP is eligible to receive benefits if the discharge was under conditions other than dishonorable and:

- (a) the first enlistment was prior to September 8, 1980, or the participant entered active duty as an officer before October 17, 1981, and served for a continuous period of 181 days or more or was discharged for a service connected disability; or
- (b) enlisted for the first time on or after September 8, 1980, or entered active duty as an officer on or after October 17, 1981, and completed 24 continuous months of active duty.

Education eligibility may be established even though the required active duty is not completed if the veteran:

- (a) receives VA disability compensation or military disability retirement,
- (b) was discharged or released for early out, hardship, or service-connected disability.

An individual who contributed or who could have contributed to VEAP before being involuntarily separated from active duty with an honorable discharge after February 2, 1991, may elect before separation to receive Montgomery GI Bill (Active Duty) benefits. Participants in VEAP also may make

an irrevocable election to participate in the Montgomery GI Bill (Active Duty). The services will collect \$1,200 from the participant's military pay from those separating from services on or after October 23, 1992. Many VEAP participants who voluntarily separate from active duty after December 4, 1991, also may elect to participate in the Montgomery GI Bill (Active Duty).

Army and Air Force ROTC

The Army ROTC program offers scholarships which can pay up to \$16,000, \$450 for textbooks, and provide \$150 per month for the academic year to qualified students. The Air Force ROTC program offers scholarships which can pay up to full tuition, cover required textbooks, and provide \$150 per month for the academic year to qualified students. Program availability is described on pages 31-32. Specific information on scholarships may be obtained by writing the Professor of Military Science (Army), Room 308, Archbold Gym, or the Professor of Aerospace Studies (Air Force), 303 Archbold Gym North, at Syracuse University, Syracuse NY 13244-1140. The telephone number for the Army is (315) 443-2462 and for the Air Force is (315) 443-2461.

Vocational and Educational Services for Individuals with Disabilities (VESID)

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

Selection of Recipients and Allocation of Awards. Eligibility for vocational rehabilitation services is based upon: (1) the presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment; and (2) the reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability. Students may receive services including, but not limited to, counseling and guidance, evaluation of vocational potential, physical and mental restoration services, transportation, placement assistance and instruction, and training including that given at institutions of higher education.

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

VESID policy established a maximum payment toward tuition for students in any one academic year. In some cases, students are required to share the expenses of college training according to the general VESID economic need policy.

Students should send the Financial Aid Office a statement indicating total benefits VESID will cover.

III. Financial Aid Available Through New York State

Tuition Assistance Program (TAP)

Application Procedure. Students must apply annually for TAP. Complete the Free Application for Federal Student Aid (FAFSA) and mail it as directed for processing on or before February 15, 2000, for new students and March 15, 2000, for returning students, for preferred consideration. After the Free Application for Federal Student Aid (FAFSA) is processed, New York state will send a preprinted TAP Application (ETA) to the student to review and return to the state. Currently enrolled students who have received aid need only file the FAFSA and complete New York state (ETA) for consideration.

The Higher Education Services Corporation determines eligibility and mails an award certificate directly to the student indicating the amount of the grant.

TAP awards vary according to the date a student first received TAP. Students who wish further information should contact the Financial Aid Office.

Regents Awards for Children of Deceased or Disabled Veterans

Application Procedure. A special application, obtainable from the high school principal or counselor, must be filed with the New York State Higher Education Services Corporation (HESC), Albany, NY 12255. Documentary evidence to establish eligibility is required with the application. Any high school counselor can provide assistance with this process.

Selection of Recipients and Allocation of Awards. The student must be: (1) the child of a veteran who died, or who has a current disability of 50 percent or more, or who had such disability at the time of death, resulting from U.S. military service during one of the following periods:

December 7, 1941–December 31, 1946,
June 27, 1950–January 31, 1955,
October 1, 1961–May 7, 1975;

and (2) a legal resident of New York state. Legal residence in New York state on the part of the student's parent also is required whether it was at the time of entry into military service, or, if the parent died as the result of military service, at the time of death.

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge, and are in addition to such other grants or awards to which the applicant may be entitled.

Award Schedule. The amount of the award is \$450 per year, for up to five years, depending on the normal length of the program of full-time study at Utica College.

Rights and Responsibilities. The New York State Education Department will notify students who have won scholarships. They then must fill out and submit (annually) a Student Payment Application form to the NYS Higher Education Services Corporation by October 31. The scholarship is available for a period of up to five years. Students must maintain a satisfactory academic standing and not be in default on a loan guaranteed by the U.S. government.

Tuition Assistance for Vietnam Veterans

Application Procedure. A special application must be filed with the New York State Higher Education Services Corporation (HESC), Albany, NY 12255. File application after January 1, 2000 for 2000-01 year.

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

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

Award Schedule. Awards are \$1,000 per semester for full-time study and \$500 per semester for part-time study. Awards cannot exceed tuition.

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

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

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

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

Award Schedule. Award amounts vary with tuition.

State Aid to Native Americans

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

Selection of Recipients and Allocation of Awards. Students must be enrolled at Utica College.

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

Award Schedule. The award is \$775 for 12 or more credits per semester; the award is prorated if less than 12 credits.

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

William D. Ford Federal Direct Loan Program

Federal Direct Stafford/Ford Loans

Application Procedure. Students make application by filing the FAFSA and completing a promissory note with the Financial Aid Office. The loan is submitted to the U.S. Department of Education for approval.

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, at least half-time, student at Utica College. An approved needs test must be on file in the Utica College Financial Aid Office.

Loan Schedule. As undergraduates, students may borrow up to \$2,625 per academic year for the first year; \$3,500 for their sophomore year; up to \$5,500 per academic year for undergraduates who have junior and senior status, to a maximum of \$23,000 for undergraduate study.

Students are eligible for a full interest subsidy during the time the student is in school and a six-month grace period after school before repayment must begin. Loan fees are deducted from the loan prior to disbursement of funds. The interest rate is variable and changes annually.

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

Federal Direct Parent Loans for Undergraduate Students (PLUS)

These loans are for parents of matriculated dependent students. Applications/promissory notes are available from the Utica College Financial Aid Office. Loans may be made for the cost of attendance minus any financial aid. The interest rate is variable. Parents are responsible for principal and interest payments monthly. Interest rates are determined annually.

Federal Direct Unsubsidized Stafford/Ford Loan

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

Federal Direct Unsubsidized Stafford/Ford Loan (Formerly SLS)

Available for independent students only. Loans are \$4,000 for first and second year students and \$5,000 for junior and senior undergraduates. The interest rate is variable and is paid while the student is attending college. Principal payments are deferred. Interest rates are determined annually. (Interest may be capitalized.)

Scholarships, Grants, and Awards

College Scholarships

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

UTICA COLLEGE PRESIDENTIAL SCHOLARSHIPS

These awards are based on high academic merit and achievement. Scholarship is renewable as long as student maintains required grade-point average and meets satisfactory progress requirements.

THOMAS J. CAHILL, JR. PRESIDENTIAL SCHOLARSHIP

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

UTICA COLLEGE DEAN'S SCHOLARSHIPS

These awards are based on academic merit and achievement. Scholarship is renewable as long as student maintains required grade-point average and meets satisfactory progress requirements.

REVEREND DR. MARTIN LUTHER KING, JR. MEMORIAL SCHOLARSHIP

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

FOUNDER'S SCHOLARSHIP

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

UTICA COLLEGE MERIT SCHOLARSHIP

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

MY TURN SCHOLARSHIPS

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

SENIOR CITIZENS AWARD

Senior citizens may obtain full-tuition scholarships at registration by providing proof of age.

In addition to the scholarships and grants listed above, Utica College also offers: The Pioneer Grant, New Beginning Scholarship, Residence Grant, Associate Dean's Scholarship, and the Transfer Merit Scholarship. Contact the Financial Aid Office for details on these awards.

Endowed Scholarships

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

ADIRONDACK BANK SCHOLARSHIP

This scholarship, established by Adirondack Bank, is awarded to students from areas where Adirondack Bank conducts business.

PAUL GREGORY ALBANESE MEDICAL SCHOLARSHIP

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

DR. RAYMOND J. ALBERT MEMORIAL SCHOLARSHIP FUND

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

CAROL L. ALBRECHT MEMORIAL SCHOLARSHIP

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

RICHARD E. ALEXANDER, SR. SCHOLARSHIP

This award was established by the late Mrs. Louise Alexander in memory of her husband. It is awarded to a needy student from the Utica area.

JALIL AND PHILLIPINE ALTONGY SCHOLARSHIP

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

JOSEPH E. ALTONGY SCHOLARSHIP

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

ALUMNI MEMORIAL SCHOLARSHIP ENDOWMENT

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

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS— UTICA COLLEGE CHAPTER SCHOLARSHIP

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

AMERICAN LEGION WHITESTOWN POST #1113 SCHOLARSHIP

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

ANGELICA CORPORATION SCHOLARSHIP FUND

Awards are made to students studying in a health care academic program and are based on academic achievement and financial need.

ASIAN CULTURAL HERITAGE SCHOLARSHIP

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

DRS. ROGER AND ELEANOR ZUCKERMAN '51 BAKER SCHOLARSHIP

This scholarship shall be awarded to a full-time student who has earned at least a "B" in courses in art history and/or anthropology. Preference shall be given to a student who has completed a course in each area and who demonstrates financial need.

FRANK N. AND VICTORIA M. FIORE BALZANO SCHOLARSHIP

Awards shall be made to full-time students with a GPA of at least 3.0. Preference will be given to students of Korean-American descent on the basis of academic merit and financial need.

EDWARD L. BASS BLACK STUDENTS SCHOLARSHIP

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

JOHN BEHRENS SCHOLARSHIP

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

BLACK ALUMNI ASSOCIATION SCHOLARSHIP

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

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

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

BLACK CULTURAL HERITAGE SCHOLARSHIP

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

THE HONORABLE SHERWOOD L. BOEHLERT ENDOWED SCHOLARSHIP FUND

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

ARCHMANDRITE ELIAS BOUSTANY SCHOLARSHIP FUND

This scholarship is established by John F. Millett '52, D.D.S., and Margaret A. Millett in memory of Monsignor Boustany, the first pastor of Sacred Heart

Armenian Catholic Church in Little Falls, New Jersey. Awards shall be made to an outstanding student with high moral standards from the state of New Jersey.

LOUIS N. BRANDO MEMORIAL SCHOLARSHIP

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

BROADWAY THEATRE LEAGUE—PEARLE S. NATHAN SCHOLARSHIP

This scholarship, established by the Broadway Theatre League in honor of the late President Emerita Pearle S. Nathan '59, is awarded to a student majoring in speech communication and dramatic arts with a concentration in theatre. Recipient must have a 3.0 average or better. Preference shall be given to candidates from the Greater Utica area.

ROSWELL W. '50 AND DOREEN (DARRIGRAND) '50 BUCKINGHAM SCHOLARSHIP

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

BULLOCK FAMILY SCHOLARSHIP

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

LEONA S. BURGER MEMORIAL SCHOLARSHIP

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

JOHN AND AGNES BURKE SCHOLARSHIP

Established by Judith B. Gorman '64 in honor of her parents, awards from this scholarship shall be made to students enrolled in the criminal justice or economic crime investigation major who show academic merit and financial need.

PROFESSOR THOMAS AND MRS. MARJORIE BURKE SCHOLARSHIP

Awards from this scholarship, established by an anonymous donor in recognition of Professor Burke's years of teaching, his caring attitude, and his work in the development of Utica College, shall be made to a student who has successfully completed six credit hours of math and achieved at least a 3.0 GPA in these courses.

RANDALL D. BUTTON MEMORIAL SCHOLARSHIP

Established by friends and business associates of Mr. Button, this scholarship is awarded to a full-time student majoring in management who

demonstrates traits of perseverance, diligence, and high personal and ethical standards.

THOMAS J. CAHILL, JR. ACADEMIC ACHIEVEMENT SCHOLARSHIP FUND

Priority shall be given to graduates of the Whitesboro School District who have demonstrated outstanding academic ability.

JOSEPH AND INEZ CARBONE SCHOLARSHIP

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

JOSEPH R. CARUCCI SCHOLARSHIP FUND

Awards from this fund will be made to students in any Utica College major who demonstrate financial need.

PETER AND EDITH CARUSO SCHOLARSHIP FUND

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

CLASS OF 1950 SCHOLARSHIP

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

CLASS OF 1952 SCHOLARSHIP

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

CLASS OF 1996 SCHOLARSHIP

Established by the UC Class of 1996 through the Senior Challenge, this scholarship is awarded to a senior who demonstrates strong participation in college and/or community service.

FRANK A. CARCHEDI, CLU, MEMORIAL AWARD

This award is given to an upperclass student majoring in management on the basis of academic merit and financial need.

DR. MARIO '50 AND LOUISE COLUMBRO CARUSO SCHOLARSHIP

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

HAROLD T. CLARK, JR. SCHOLARSHIP

Established by Harold T. Clark, Jr. '65, this scholarship will benefit deserving full-time students who demonstrate academic merit and financial need. Preference shall be given to Central New York and Northern District employees of McDonald's and their families. Recipients shall be selected by the Office of Financial Aid.

LEONARD AND MILDRED QUAAS CLEMENTE SCHOLARSHIP

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

ROBERT W. COLETTI '52 MEMORIAL SCHOLARSHIP

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

GENE AND BEN COMORA/RAYMOND SIMON INSTITUTE SCHOLARSHIP

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

FATHER ROBERT J. CONRAD AND MRS. RUTH M. CONRAD SCHOLARSHIP

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

RICHARD J. CONVERSE SCHOLARSHIP

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

WALTER A. CRAGNOLIN MEMORIAL SCHOLARSHIP FUND

This scholarship, in memory of Utica College Professor Cragnolin, is awarded to a construction management major on the basis of academic merit, future promise, and financial need.

MARTHA BAIR AND VIRGIL C. CRISAFULLI SCHOLARSHIP

This scholarship shall be awarded to a student majoring in the liberal arts areas, specifically the studies of the humanities or social sciences. The recipient must demonstrate financial need and above average intelligence.

CAROLYN L. DALTON '74 SCHOLARSHIP FUND

This scholarship is awarded to a student with a major or minor in communication arts. The recipient must demonstrate academic merit and financial need and exhibit those traits which will make him/her an asset both to his/her profession and community.

MICHAEL D. DAMSKY – YOUNG SCHOLARS SCHOLARSHIP

Awards shall be made to deserving students from the city of Utica who are graduates of the Young Scholars Program.

ROCCO F. DE PERNO ENDOWED SCHOLARSHIP AWARD

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

DONALD A. '54 AND MARLENE J. DeROSA SCHOLARSHIP

Awards from this fund shall be made to a full-time matriculated student who is a junior or senior majoring in a health-related field. The recipient must maintain a 3.0 average or better, demonstrate high moral and ethical standards, and show academic merit.

JEFFREY D. DeROSA '84 MEMORIAL SCHOLARSHIP

This scholarship, established in 1988 by Donald A. DeRosa '54 and Marlene J. DeRosa, parents of Jeffrey (Class of 1984), is awarded to graduates of Whitesboro Senior High School who are all-around students and who are enthusiastic, ambitious, and have demonstrated favorable academic potential.

GUSTAVE J. DeTRAGLIA, SR., P.E., SCHOLARSHIP

This scholarship was established by the late Mr. DeTraglia's sons, family, and friends in recognition and in honor of his lifelong contributions to the quality of life in the Utica community. Awards from the fund shall be made to an Oneida County resident who demonstrates academic merit and financial need and who is enrolled in the construction management or the engineering program.

DR. HENRY R. DiSPIRITO MEMORIAL SCHOLARSHIP

This scholarship is established by family, friends, and colleagues of Dr. DiSpirito, artist-in-residence at Utica College of Syracuse University from 1963 to 1995. The scholarship shall benefit a student who has an interest in the arts.

PROFESSOR GEORGE J. DMOHOWSKI SCHOLARSHIP

Awards are made to mathematics majors in their junior or senior year based on academic promise and need.

REVEREND MONSIGNOR WILLIAM J. DONOVAN SCHOLARSHIP

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

DR. MILTON AND AVA MÜLLER DORFMAN SCHOLARSHIP

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

FATHER PAUL J. DROBIN SCHOLARSHIP

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

FRANK M. DULAN SCHOLARSHIP

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

MARGARET AND JAMES F. DuROSS SCHOLARSHIP FUND

This scholarship was established by James F. DuRoss, Jr. to honor his parents. The recipient must be the child or dependent of individuals employed in janitorial services, building maintenance, custodial and/or maid service, and must demonstrate financial need.

LORETTA J. DYLLIS NURSING SCHOLARSHIP

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

ECONOMIC CRIME INVESTIGATION INSTITUTE SCHOLARSHIP

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

THOMAS PROCTOR ELDRED, SR. MEMORIAL SCHOLARSHIP

The New York State Builder's Supply Association has established this scholarship fund in memory of the association's founder for construction management students who are in the junior year.

SAL J. EANNACE—TAU PHI ZETA SCHOLARSHIP

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

SAVERIO M. FLEMMER MEMORIAL SCHOLARSHIP

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

SAMUEL S. FREEMAN SCHOLARSHIP

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

FURGAL SCHOLARSHIPS

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

Catharine Christensen Scholarship

Awarded to a student majoring in psychology at Utica College.

Donald L. Cielsak Scholarship

Awarded to a full-time student who is majoring in mathematics at Utica College.

Frank and Helen Fliss Scholarship

Awarded to a student with a strong interest in pursuing the study of music.

Andrea Furgal Scholarship

Awarded to a student who is majoring in mathematics at Utica College.

Audrey Furgal Scholarship

Awarded to a student who is majoring in management at Utica College.

Gary Furgal Scholarship

Awarded to a student who is majoring in accounting at Utica College.

Irene Furgal Memorial Scholarship in Government and Politics and Social Sciences

Awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.

Joseph A. Furgal Memorial Scholarship in International Relations

This scholarship, in memory of Mr. Furgal's father, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and has a serious interest in international studies.

Joseph P. Furgal Endowed Scholarship in History

Awarded to a student majoring in history, who has attained a 3.0 average, demonstrates financial need, and has a serious interest in history.

Mary Ann Furgal Scholarship in Nursing, Health Related Sciences, or PreMedical/Dental Studies

Awarded to a nursing, health-related sciences, or premedical/dental studies major of Polish descent. The student must attain a 3.0 average and demonstrate financial need.

Rose S. Furgal Memorial Scholarship in Criminal Justice

This scholarship, in memory of Mr. Furgal's mother, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and is a criminal justice major.

Sheila Furgal Scholarship

Awarded to a student who is majoring in biology at Utica College.

Thaddeus (Duke) Furgal Memorial Award

Awarded to a student of Polish descent who has attained a 3.0 or higher average, demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.

Anthony F. Grimm Scholarship

Awarded to a student majoring in government and politics at Utica College.

Barbara E. Jordan '75 Scholarship

Awarded to a student who has a record of volunteerism through a campus service organization.

Monsignor Adolph A. Kantor Scholarship

Awarded to a student majoring in biology.

Dolores LaSalle Scholarship

Awarded to a student who demonstrates academic merit and actively participates in College and/or community service.

Frank Malachowski Memorial Scholarship

Awarded to an English major at Utica College.

Jacqueline Furgal Morelle Scholarship

Awarded to a student with a major in psychology.

Professor Vladimir Polansky Memorial Scholarship

Awarded to a student who is seriously pursuing the study of languages at Utica College.

Thomas J. Raiano Memorial Scholarship

Awarded to a student with a strong interest in pursuing studies in music, art, or literature.

CHARLES A. GAETANO SCHOLARSHIP IN CONSTRUCTION MANAGEMENT

Established by Mr. and Mrs. Charles A. Gaetano on the occasion of their 50th wedding anniversary, this scholarship shall be awarded to a student who majors in construction management and demonstrates academic merit and financial need.

FRANK E. GANNETT JOURNALISM AWARDS

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

DANIEL AND JOSEPHINE FANELLI GAZILLI SCHOLARSHIP

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

MAX GELLER FUND

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

FRANK AND JOAN GIOVANNONE SCHOLARSHIP

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

SISTER ROSE VINCENT GLEASON, O.S.F. SCHOLARSHIP

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

BOYD GOLDER-UTICA KIWANIS SCHOLARSHIP

Recipients are Utica residents with financial need. Preference is given to present and past members of a Utica High School Key Club.

DANIEL GOSS MEMORIAL SCHOLARSHIP

Awards are made to mathematics majors based on academic promise and need.

GRIFFISS AIR FORCE BASE SCHOLARSHIP

Awards are made to full-time students who have completed at least one year at Utica College, attained a GPA of 3.0, and have participated in extracurricular school and/or community activities. Preference will be given to dependents of Griffiss Air Force Base employees.

DR. LOUIS '51 AND GLORIA TEMPIER HADDAD SCHOLARSHIP

Established by family in honor of Dr. and Mrs. Haddad's 35th wedding anniversary, this fund shall be awarded to a graduate of USA who has an average of 90% or above, is of sound character, and shows academic promise.

DR. MICHELLE E. HADDAD '81 SCHOLARSHIP

Established by friends and family of Dr. Michelle Haddad, this scholarship will be awarded to students who plan to enter the profession of dentistry. Preference shall be given to students who plan to attend the State University of New York College of Dentistry at Buffalo.

TONI LEE HANNA SCHOLARSHIP

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

THOMAS J. HASSETT SCHOLARSHIP

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

MONSIGNOR THOMAS J. HAYES SCHOLARSHIP

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

ANDREW, WILLIAM, AND MARY LOU HEBENSTREET SCHOLARSHIP

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

HEILAND FAMILY SCHOLARSHIP

Awards from this fund will be made to deserving full-time Utica College students who demonstrate financial need.

HISPANIC CULTURAL HERITAGE SCHOLARSHIP

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

ELIAS C. AND KATHLEEN (GRAZIADEI) HOBAICA SCHOLARSHIP

Established in honor of Mrs. Hobaica, assistant director of student activities at Utica College for 23 years, this scholarship shall be awarded to a student from the Utica area who plans a career in a health-related field.

DR. JOHN H. AND ANNA MARIE HOBICA SCHOLARSHIP

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

M. DORISSE HOWE SCHOLARSHIP

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

ERIC H. HUGGINS SCHOLARSHIP

This scholarship, established in 1987 in honor of Mr. Huggins, former Athletic Director, on the occasion of his retirement from Utica College, is awarded to incoming freshmen.

JANE LANDER HUTTON MEMORIAL SCHOLARSHIP IN NURSING/ PRE-MEDICINE

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

HYMAN-GOODMAN AWARD

This annual grant was established in memory of Samuel Hyman and Max Goodman for needy students who attend Utica College.

JOHN F. JASINSKI SCHOLARSHIP

This scholarship was established in memory of John F. Jasinski by his friends and family, and shall be awarded to a continuing education student with a computer science major who has been in the work force at least three years.

EIDDON L. JONES SCHOLARSHIP

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

EDWARD J. "BUD" KANE '51 SCHOLARSHIP

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

DR. JOHN KELLER SCHOLARSHIP

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

FRED D. '50 AND BARBARA (ESSEL) KNITTLE SCHOLARSHIP

Awards from this fund shall be made to full-time students showing academic promise and who have volunteered time for the good of the College community.

F. CLARK LAURIE SCHOLARSHIP

Awards are made to students who are residents of Madison and Oneida counties and are majoring in accounting.

LIONS CLUB OF UTICA SCHOLARSHIP

Established by the Lions Club of Utica, awards from this fund are made to outstanding full-time students from Oneida County who plan to pursue a health-related career. Preference shall be given to a student who has a particular interest in working in the field of speech, vision, or hearing. The recipient must be of good character, maintain a 3.0 average, and show academic promise.

HAROLD T. LENNON, SR. AND MARY ALICE MARTUS LENNON SCHOLARSHIP

Established by the Lennon family, this scholarship is awarded to a graduate of Whitesboro Central High School who is a well-rounded, hard-working, average student.

DAVID S. AND PURA LUCCHINO SCHOLARSHIP FUND

This scholarship was established by Pura Lucchino Dawson. It is awarded to a student with an interest in gerontology and who demonstrates financial need and maintains a 2.5 GPA or "C" average.

SALLY LACHUT MAJKA SCHOLARSHIP FUND

Awards shall be made to students of Polish descent living in Oneida, Herkimer, or Madison county, with preference given to those living in Oneida County. Students shall demonstrate a spirit of perseverance, initiative, hard work, and self-reliance while maintaining a cumulative average of 3.0 or better in their course work.

SPARTICO MALARA SCHOLARSHIP FUND

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

FRED MALOOF SCHOLARSHIP

This scholarship will benefit full-time students of Lebanese descent on the basis of academic merit and financial need.

CARMEN F. MANDIA SCHOLARSHIP

This scholarship was established in memory of Carmen F. Mandia.

WILLIAM R. AND MARGARET E. (DONNELLY) MARSCHER SCHOLARSHIP

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

ANNE MARTIN SCHOLARSHIP

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

ROBERT J. MAY '60 SCHOLARSHIP

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

ALBERT S. '58 AND ELINOR (WURZ) MAZLOOM SCHOLARSHIP

Awards from this fund shall be made to full time students who demonstrate outstanding character, academic promise, and financial need.

DORIS WESTER MIGA SCHOLARSHIP

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

IDA C. MILLETT SCHOLARSHIP

Candidates must have declared a major and/or minor area of study from the academic discipline of English. To be eligible for consideration, candidates must have attained a 3.0 or higher average in a minimum of six courses in their major and/or minor.

JAMES T. MILLETT SCHOLARSHIP

Awards from this scholarship shall be made to a full-time student who has graduated from a high school in Schenectady County, New York with preference given to graduates of Shalmont Central School District.

DR. JOHN F. '52 AND MARGARET ALTONGY MILLETT SCHOLARSHIP

Scholarship awards shall be made to a full-time student who has received a "C+" or better average for his/her freshman year, shows academic promise, and has contributed time for the good of the College or the local community.

MORELLI MEMORIAL SCHOLARSHIP

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

PETER NASIR MEMORIAL SCHOLARSHIP

Foreign students majoring in science, mathematics, health technologies, or construction management with a strong academic background and financial need are eligible to compete for the award.

NATIVE AMERICAN CULTURAL HERITAGE SCHOLARSHIP

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

ROBERT NEWMAN MEMORIAL SCHOLARSHIP FUND

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

NEW YORK STATE FEDERATION OF HOME BUREAUS, INC. SCHOLARSHIP IN HONOR OF JOAN LYONS ROMANOW

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

DR. CHARLES AND DELORES CRITELLI '88 OBERNESSER SCHOLARSHIP

Awards from this scholarship shall be made to a full-time female student who has an interest in becoming an entrepreneur. The recipient must maintain a 3.0 average or better and have financial need.

ONEIDA-HERKIMER COUNTY DENTAL SOCIETY SCHOLARSHIP

Scholarship awards from this fund shall be made to a senior who has been accepted at dental school. The Pre-Professional Committee shall select the recipient on the basis of academic achievement.

MARGUERITE PALMER '83 SCHOLARSHIP

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

MARY SOPHIA TYLER PALMER SCHOLARSHIP

This scholarship was established by Wayne N. Palmer, associate professor emeritus of mathematics at Utica College. It is awarded to a female student in her sophomore, junior, or senior year who has a 3.0 GPA or better and demonstrates financial need.

DR. ANTHONY J. AND PHYLLIS (CIRUZZI) PALUMBO SCHOLARSHIP

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

VICTOR A. PERRETTA SCHOLARSHIP

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

RICHARD A. PHILIPSON SCHOLARSHIP

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

JOSEPH A. (CHUBBY) PICCOLA SCHOLARSHIP

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

STEPHEN PIDCHOMNY SCHOLARSHIP

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

HELEN ELIZABETH POPSO SCHOLARSHIP

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

JAMES R. '59 AND KATHERINE B. PYNE SCHOLARSHIP

Awards shall be made to deserving students from the city of Utica who are graduates of the Young Scholars Program, or a deserving student from the Mohawk Valley region.

JOHN QUACKENBUSH SCHOLARSHIP

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

FRANK J. ROBILOTTA SCHOLARSHIP

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

JEANNE LOUISE ULRICH ROMANO MEMORIAL SCHOLARSHIP

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

THE ROSATO FAMILY SCHOLARSHIP

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

N. A. AND MILDRED ROTUNNO MEMORIAL FUND

This award is granted to a student who does not show need under usual financial needs tests, but who, because of unusual circumstances, could be considered needy.

ST. LUKE'S-MEMORIAL ALUMNAE ASSOCIATION, INC. SCHOLARSHIP

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

JOHN W. AND DEANNA D. SAMMON SCHOLARSHIP

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

DAVID T. SANTORA MEMORIAL SCHOLARSHIP

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

JOHN AND ELIZABETH FALZARANO SCIALDO SCHOLARSHIP FUND

Awards from this fund are made to a full-time student majoring in business administration.

DR. RALPH N. SCHMIDT, SR. AND WILDA SCHMIDT SCHOLARSHIP

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

SECOND CHANCE SCHOLARSHIP

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

DR. RAYMOND A. SERWAY '59 SCHOLARSHIP

This scholarship shall be awarded to a student majoring in one of the natural sciences with special consideration to physics majors. Selection of the recipient shall be based on financial need and academic excellence.

REVEREND MONSIGNOR H. CHARLES SEWALL SCHOLARSHIP

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

DR. ALBERT H. '49 AND GLORIA A. '82 SHAHEEN SCHOLARSHIP

Awards from this fund shall be made to a junior or senior majoring in the natural sciences who plans to pursue a career in medicine. Recipient must have a 3.0 average or better.

THE MICHAEL K. SIMPSON SCHOLARSHIP FUND

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

ROBERT P. SIMPSON SCHOLARSHIP

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

PROFESSOR RAYMOND SIMON SCHOLARSHIP

This scholarship was established by students of Professor Raymond Simon in recognition of his excellence in teaching. The scholarship is given to a student with outstanding potential in the public relations field.

MINNIE V. STAPPENBECK AND COLONEL EDNA F. STAPPENBECK SCHOLARSHIP

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

PROFESSOR LESTER AND MRS. CLARICE START SCHOLARSHIP

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

DR. PAUL J. STEELE SCHOLARSHIP

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

RALPH STREBEL SCHOLARSHIP

This scholarship was established in memory of Dean Ralph F. Strebel and is awarded to an outstanding pre-medical scholar.

STREICHERT FAMILY SCHOLARSHIP

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

WILLIAM SUGARMAN MEMORIAL SCHOLARSHIP FUND

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

MORRIS AND CATHERINE HAYES SULLIVAN SCHOLARSHIP

This scholarship was established by Catherine Back Sullivan on behalf of her late husband, Kenneth, to honor his parents, Morris and Catherine Hayes Sullivan. This scholarship, supported by the Sullivan family, is awarded to a student of Irish descent who demonstrates academic promise, the desire to succeed, and maintains a 3.0 grade-point average.

SAMUEL J. TALARICO SCHOLARSHIP

Established by the Internal Operations Employees of the UFCW District Local One, awards from this fund shall be made to a full-time student who is a member or the child of a member of UFCW District Union Local One, another UFCW local union, or another union affiliated with the AFL-CIO. The recipient must demonstrate academic merit and financial need.

WALTER JOSHUA AND OTILIA KLAGES TAVENDER SCHOLARSHIP

This scholarship was established at the bequest of Augusta S. Tavender. It is awarded to upperclass students of moral and industrious character on the basis of their scholarship attainments.

THE ONE CHARITY GOLF CLASSIC SCHOLARSHIP

This scholarship, funded from the proceeds of The One Charity Golf Classic under the auspices of the United Food and Commercial Workers District Union Local One, is awarded to a full-time student who is a member or the child of a member of UFCW District Union Local One, another UFCW local union, or another union affiliated with the AFL-CIO. The recipient must demonstrate academic merit and financial need.

THETA XI SCHOLARSHIP

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

JACQUE TOLLES SCHOLARSHIP

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

DEAN WINTON TOLLES AND PATRICIA DOYLE TOLLES SCHOLARSHIP

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

ANNA TRAPANICK FUND FOR NURSING STUDENTS

Awards shall be made to a full time student who is preparing for a bachelor's degree in nursing. The recipient must demonstrate a particular interest in geriatric nursing.

SYMEON AND ANN (CLARK) TSOUPELIS SCHOLARSHIP

Established by Symeon and Ann Tsoupelis in memory of Dr. Christos Kotsanis, this scholarship is awarded to a full-time student of Greek heritage who possesses high moral character and shows academic promise. Preference shall be given to students from Boys Gymnasium of Xanthi, Greece.

UTICA COLLEGE DENTAL ALUMNI SCHOLARSHIP

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

UTICA COLLEGE FOUNDATION BOARD SCHOLARSHIP

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

UTICA COLLEGE MEMORIAL SCHOLARSHIP

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

UTICA COLLEGE WOMEN'S CLUB SCHOLARSHIP

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

UTICA FIRST INSURANCE COMPANY SCHOLARSHIP

Awards from this fund shall be made to a junior or senior business administration major who is a resident of the Oneida County/greater Utica area and plans a career in property and casualty insurance.

UTICA NATIONAL INSURANCE GROUP SCHOLARSHIP FUND

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

UTICA STATE HOSPITAL SCHOOL OF NURSING ALUMNI ASSOCIATION SCHOLARSHIP

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

MARIA J. WALLACE MEMORIAL SCHOLARSHIP FUND

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

PAUL R. '50 AND MARGIE LeFEVER Warburton Scholarship

Awards from this fund shall be made to deserving students majoring in management and/or economics on the basis of academic merit and financial need.

Mary Wasserman Fine Arts Scholarship

This scholarship, established by Arthur Wasserman, professor emeritus, in memory of his wife, is awarded to a fine arts major or minor with financial need. Consideration is given to student's talent and exhibit of promise for benefitting from formal art education.

Dean E. Douglas Webster Scholarship

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

Dean Barbara J. Welton Scholarship

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

Francis A. Wilcox Scholarship

This scholarship shall be awarded to full-time promising and needy students from Oneida, Herkimer, and Madison Counties. The Office of Financial Aid shall select the recipients.

Karl and Beth ZimpeL Fund

Awards are made to upperclass students with an interest in the field of geology and who are pursuing a major within the Division of Arts and Sciences.

Annual Awards

John Behrens/RSI Phoenix Award

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

Joseph Bonomo Scholarship Award

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

OWEN COMORA/RSI TANGERINE AWARD

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

DAVID D'ALESSANDRO/RSI INTERN AWARDS

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

HENRY AND ROSE DISPIRITO AWARD FOR EXCELLENCE IN ART

This award was established by Dolores DiSpirito in honor of her parents, the late Henry DiSpirito, former artist-in-residence at Utica College, and the late Rose DiSpirito. The recipient of the award will be a full-time senior whose work reflects potential for a lasting contribution in the field of art.

AMPARO M. ESCARRILLA CHEMISTRY AWARD

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

FRED AND CORINNE GRATES/RSI ACHIEVEMENT AWARD

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

ALEX HALEY MAGAZINE WRITING AWARD*

The cash prize award is presented to the student who is determined the best magazine writer to complete Professor John Behrens' magazine writing class during the year. The award recipient is placed on an honor roll of Alex Haley Award winners at the College. The award was begun in 1983 with guidelines and the initial contribution by *Roots* author Haley.

GEORGE E. JONES '60/RSI OUTSTANDING PUBLIC RELATIONS/JOURNALISM STUDENT AWARDS

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

*These grants may not be available every year.

F. CLARK LAURIE PRIZE

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

READER'S DIGEST FOUNDATION RESEARCH GRANTS*

Students enrolled in the JS 373 Advanced Magazine Studies course are eligible to earn research grants to defray expenses necessary to prepare magazine articles for publication.

ELEANOR AND MATTY SOKOLOW/RSI WRITING AWARDS

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

RALPH F. STREBEL PRIZE

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

DAVID F. TRAD '59 MEMORIAL AWARD

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

TONY VELLA SCHOLARSHIP FUND

Established to honor Tony Vella '51, retired managing editor of the *Utica Observer-Dispatch*, for his contributions to journalism, this award will benefit a junior or senior majoring in journalism who is a resident of the Mohawk Valley and demonstrates financial need.

JOSEPH VOGEL AWARD FOR POETRY AND JOSEPH VOGEL AWARD FOR FICTION

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

DR. MARK E. WONDRO MEMORIAL AWARD

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

*These grants may not be available every year.

Regulations

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

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

The regulations published in this catalog and in the student handbook have been established and endorsed by the College Council, the representative governing body of faculty, staff, and students which establishes the academic and behavioral standards expected of all members of the Utica College community.

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

THE COLLEGE RESERVES THE RIGHT TO CANCEL ANY COURSE IF REGISTRATION FOR IT DOES NOT JUSTIFY CONTINUANCE AND TO MAKE CHANGES IN REGULATIONS, CURRICULA, AND FEES AT ANY TIME.

Petitions

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

Majors

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

EACH STUDENT BEARS FINAL RESPONSIBILITY FOR ENSURING THAT DEGREE REQUIREMENTS ARE COMPLETED. An unofficial review of each student's status is completed by the major adviser(s) during the student's junior year to determine which graduation requirements the student has finished and which courses still need to be completed. The student receives the original of this document, and a copy is retained by the academic division of which the student's major is a part.

Majors are subject to the following regulations:

1. Students must complete at least one major to be graduated.
2. Majors must be comprised of the courses listed in either the catalog for the year of the student's matriculation or a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that is the grading system specified for that particular course.
4. When completing a dual major, no more than nine credit hours which comprise the first major may be used toward fulfilling the requirements of the second major. Core courses which also fulfill major requirements are in exception to this limit.
5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. Some majors have more stringent requirements. (See specific majors under "Programs" section of this catalog.)
6. Students must declare a major before they accumulate 60 credit hours in order to receive financial aid.

Minors

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

Minors are subject to the following regulations:

1. No more than three credit hours which comprise the major may be used toward fulfilling the requirements of the minor. Core courses which also fulfill major requirements are in exception to this limit.
2. The pass/fail option may not be used for courses in the minor.
3. For certification, students must earn at least a 2.0 average in the minor.
4. Students may take more than one minor but also must complete a major.
5. Half of the credits must be completed in residence.

Dual Majors or Majors and Minors

Students may complete a dual major or a combination of a major and a minor by successfully completing all of the requirements of two major programs or a major program and any minor program(s) except for restrictions previously noted. Careful consultation with the student's adviser may be necessary to avoid conflicts. However, students only may receive one B.A. or B.S. degree. The dual major or combination of a major and a minor is reflected on the student's permanent records maintained by the Registrar's Office. Candidates for a second bachelor's degree are not affected by these restrictions.

Advising

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

Grading System

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

Incompletes

A grade of Incomplete may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A Request for Grade of Incomplete Contract must be completed by both the student and the instructor and requires the approval of the appropriate division associate dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time.

A grade of "I" will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. Completing requirements for a course does not remove the Incomplete from the record. The "I" remains a permanent part of the academic record and transcript in order 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 Financial Aid for more information.

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

Variable Length Courses

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

Grade Points and Credit Hours

Grade points are awarded on the basis of 4.0 for each credit hour of A grade, 3.7 for A–, 3.3 for B+, 3.0 for B, 2.7 for B–, 2.3 for C+, 2.0 for C, 1.7 for C–, 1.3 for D+, 1.0 for D, and 0 for F. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours granted for each course.

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

Pass/Fail Courses

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

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

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

Averages

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

Grade Changes

Once a grade has been reported, it may not be changed except to correct a clerical error. All such cases must be reported by the course instructor and require the approval of the appropriate division associate dean and the Dean of the College.

If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change. (See "Grievance and Complaint Procedures," page 123.)

Repeating a Course

Students may repeat any course for which they receive a grade lower than a "C," and they must repeat any required course which they fail. A Repeated Course Form must be completed when you register for any repeat course. Students may not repeat any course they have passed with a grade of "C" or higher. When a course is repeated, only the original grade is removed from calculation of the students' cumulative averages. Students must register and retake the same course at Utica College if they wish to remove the calculation of the original grade from their cumulative averages. Equivalent courses taken at other institutions are not counted as repeated courses. A repeated course for which students receive a grade of "D" or better does not count in the total credit hours they are taking at the time, because they have already received credit for the course. A student must, therefore, be taking at least 12 credit hours in addition to the repeated course to qualify for full-time financial aid. A course repeated for which a student receives a grade of "F" does not count in credit hours carried at the time it is taken, because the student has not received any prior credit for the course. Students should contact the Financial Aid Office if they have any questions.

Dean's Honor and High Honor Lists

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

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

Students with at least sophomore class standing who have been named to the Dean's Full-Time Honor or High Honor List during their previous semester may register for a maximum of 19 credit hours in the fall or spring semesters and submit their bill for excess credit tuition charges and their Dean's Honor List recognition card to the Financial Aid Office. A Dean's Honor List Scholarship to cover those charges will be awarded automatically.

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 30 credit hours of Utica College graded coursework at the 300- and 400-levels to be graduated with honors. If a student transfers from another institution, graduation honors are computed on the basis of Utica College credit alone. At least 60 hours must have been carried in residence through the spring term immediately preceding the commencement ceremony in which they participate. “P” grades earned in pass/fail courses are not computed in the student’s average, and the credit hours earned in pass/fail courses do not count toward fulfilling the 60-hour requirement for honors with the exception of mandatory pass/fail courses. Second degree candidates are eligible provided they have carried 60 hours of additional Utica College credit in their second degree program.

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

Graduation Requirements

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on “Majors and Minors.”) They must have at least a 2.0 average in their major course requirements.
2. Students must have a cumulative average of at least 2.0.
3. A student’s last 30 credit hours, granted toward his or her Utica College degree, must have been earned in residency, with matriculated status.
4. Students must have paid or satisfactorily adjusted all indebtedness due to the College.
5. Students must be recommended by the faculty.
6. For the bachelor of arts degree, a minimum of 75% 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% of the hours required for graduation must be taken in the liberal arts and sciences.

Absences

Instructors establish the attendance requirements for each of the courses they teach. 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.

Maximum Credit Hour Loads

Students may take up to 17 credit hours of courses per semester without special permission. Any credit hour load that exceeds 17 hours per semester must be approved by the associate dean for the division in which the student is majoring. If the student has declared a 120-hour major, excess tuition will be charged for 17 or more credits. If the student's major requires 128 hours, excess tuition is charged for 18 or more credits. (See section on "Tuition and Expenses.")

During the summer sessions, students may take up to 9 credit hours without special permission. During winter session, they may take only 3 credit hours without special permission. Any credit hour loads which exceed these limits must be approved by the associate dean of the division in which the student is majoring.

Student Classification

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

Senior:	87 hours
Junior:	57 hours
Sophomore:	27 hours

Advanced Credit Examinations

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

<i>Time:</i>	As arranged with the faculty member teaching the course in which the student is seeking the credit.
<i>Place:</i>	As arranged with the faculty member teaching the course in which the student is seeking the credit.
<i>Credit:</i>	Whatever hours ordinarily are awarded for the course. Students must not have taken the course previously and must not have audited the course. Students must fulfill whatever requirements are set by the faculty member responsible for the course. These may include term papers, special projects, examinations, and whatever else the faculty member deems necessary.
<i>Cost:</i>	See the "Schedule of Tuition, Fees, and Deposits" section.
<i>Approvals:</i>	By written petition, seek the approval of the adviser, the faculty member in charge of the course, and the associate dean of the division in which the course is offered.

Independent Study

The faculty of each academic division, department, or subject area defines its own concept of independent study, but it is understood that students only undertake individual projects *beyond subject matter covered by the courses listed in the catalog*. Normally open to juniors and seniors only, independent study may be taken for a total of no more than 18 credit hours toward a degree. Independent study courses usually are numbered 290, 390, or 490, may be offered for variable credits, and can be repeated, providing the

projects are not the same. Disciplines may add individual criteria and requirements.

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

Tutorial Study

Courses that are listed in the catalog, but which are not offered regularly, may be taken on a tutorial basis under extraordinary circumstances, and are designated on transcripts by a "T" following the course number and the word "Tutorial" in the course title.

Information on registration procedures for courses students need to take on a tutorial basis is available in the appropriate department or division office or from the Registrar's Office.

Topics Courses

Courses in specialized areas of interest are listed in the "Courses of Instruction" section of the catalog under such rubrics as "Topics in . . .," "Advanced Study in . . .," "Special Topics in . . .," "Studies in . . .," or "Mini-courses." These courses are usually numbered 200, 300, or 400 to reflect the course's level and its position in the curriculum. Topics courses are offered for variable credit (usually 1–6 credit hours) and may be repeated, provided the subjects are not the same. Other qualifications, criteria, limits, and descriptions may be added by the discipline in which the course is being offered.

Auditing

A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor, without charge. Registration is required.

Part-time or non-matriculated students who wish to audit a course may do so, with the permission of the instructor, provided they register for the course and pay the tuition charge.

An auditor receives a grade of "AU" and does not participate in course examinations or other work except at the option of the instructor. A student may change from audit to credit status no later than the second week of classes.

Eligibility for Activities

Eligibility for participation in any College activity requires a student to be fully matriculated and carrying at least 12 hours in the current semester. An

organization may require, in addition, a particular grade-point average.

Eligibility is required for the following:

1. To participate in College-sanctioned theatrical, musical, or other productions, except where such participation is required for academic course credit.
2. To hold office (elective or appointive, editorial, or other post) in any organization chartered by the College or using the Utica College name in which participation does not carry academic credit.
3. To pledge a sorority or fraternity. A student also needs to be at least a second-semester freshman to pledge.
4. To participate in non-athletic intercollegiate competition.

Athletic Eligibility

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

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

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

Make-up Examinations

If a student is unable to take any scheduled examination, a make-up examination may be given at the discretion of the instructor. Such examinations must be taken during the same semester in which the examination was missed, unless a grade of Incomplete is given for sufficient reason.

General Retention Policy

Eligibility for Field Experience in Career Programs

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

The performance of students in their field experiences affects the College's ability to maintain accreditation for its programs, attract highly qualified students to the College, and provide appropriate field placements for current and future students. Therefore, in programs which require field experience, the faculty monitors the progress of each student with the goal of remedying deficient

performance prior to placement or, where appropriate, suggesting alternative career fields. Students are responsible for knowing the written retention policy of their program of study.

Readmission After Academic Dismissal

Students who are dismissed for academic reasons will not be able to take any courses in either day or evening sessions at Utica College for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester. Utica College is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

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

Students whose application for readmission is approved will retain the credits and grades earned before they were dismissed, and they will be readmitted on probation. They will be expected to make satisfactory progress toward earning their degrees each semester to remain at the College.

Study at Other Institutions

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

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

Forms for the purpose of obtaining permission for course work at other institutions are available at the Academic Support Services Center, in the Registrar's Office, and in the division offices.

Schedule Changes

Any change in schedule must be cleared through the Registrar's Office in order to become effective. Failure to do so will result in a grade of "F" for the course.

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

Withdrawal

Students who withdraw from college must notify the Registrar's Office and the Office of Financial Aid. Withdrawal notification must be made in writing. Unless this is done, a student's grade for all current courses will automatically be an "F," and he or she will not be eligible to receive a refund.

Students who withdraw from college up to two weeks after the official mid-term date of the term will receive grades of "WD" (withdrawn). Students who withdraw after that date will receive grades of "WF."

Students may be placed on probation by the committee when they return, depending on the conditions surrounding their withdrawals.

Refund Schedule Policy

The date on which a student notifies the Registrar's Office of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees. (See also "Housing Policy," pages 38-39.) The following refund schedule applies to complete withdrawal.

Tuition

100% before or on the first day of classes

90% through end of Week 2

50% through end of Week 4

25% through end of Week 8

See schedule of classes for dates each semester.

Room

100% refund through end of Week 2

Board

100% prior to 1st meal offered

Pro-rated through end of Week 9

Students who partially withdraw but are still in attendance for one or more classes at the College will receive a 100% refund for the first week only. Thereafter, no refund will be given.

First-time students at Utica College who withdraw through the end of Week 9 and who receive Title IV aid will have refunds calculated based on the federal pro-rata refund policy.

Pro Rata Refund

- A statutory pro rata calculation is required if the student received SFA funds and the student is a first-time student, and
- The student withdrew on or before the 60% point in time of the enrollment period for which he or she was charged.
- Under a pro rata refund, the school must refund an amount proportional to the portion of the enrollment period that was not completed by the student. This "portion that remains" percentage is calculated based on a formula and may be rounded down the nearest 10%. Because of the required rounding, this "portion that remains" figure will not necessarily

correspond to the “percentage point in time” used to determine if a student withdrew on or before the 60% point. For instance, if a student withdraws at the 35% point in time, the portion that remains—65%—would be rounded down to 60%.

Finally, the pro rata refund calculation differs from all non-pro rata calculations in that the “unpaid charges” total is treated differently. Instead of being subtracted from the amount the school may retain, the unpaid charges are subtracted from the refund amount. Thus, a portion of the refund goes to pay the student’s unpaid charges instead of being returned to the SFA Programs.

If the initial SFA refund is equal to or greater than the student’s unpaid charges, the school will be able to retain the full amount allowed and cannot bill the student for any additional funds.

Tuition charges will be based upon the credit hours carried at the close of the Add/Drop period. The student’s credit load at this time also will serve as the basis for all future additions to his or her schedule.

For example, assume the student carries 15 hours after Add/Drop. The student later withdraws from three credits and subsequently adds two other credits. The two credits will be added onto his or her “base load” of 15 hours, thus giving the student tuition liability for 17 credit hours.

Transcript of Grades

The Registrar’s Office issues transcripts upon request (see “Schedule of Tuition, Fees, and Deposits”). Requests are generally processed within five days. Delays may be experienced during the beginning and end of each semester and during pre-registration. Please plan accordingly. Although students may request an unofficial copy for their own use, official transcripts are issued only to other institutions or individuals, never to the student. Requests are not accepted by telephone; they must be made in person or in writing. Utica College reserves the right to withhold the transcripts and diplomas of financially delinquent students.

Mid-Term Grade Report

Reports indicating the level of achievement at mid-semester are sent by instructors to the Academic Support Services Center for mailing to the student and his or her adviser. Students should not consider these mid-term reports as official grades; they are designed to identify those who may benefit from academic counseling. Students who do not receive a mid-term 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.

Software and Intellectual Rights

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

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

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

Intellectual Honesty

The faculty at Utica College expects intellectual honesty from students in examinations and in the writing of themes, term papers, or laboratory reports. Intellectual honesty is necessary for the free exchange of ideas.

Plagiarism, a serious form of intellectual dishonesty, is defined as the use of ideas and phrases in the writings of others as one's own without crediting the source. Sources can include books, papers written by anyone else, editorials, opinions, reference articles, or other media. Paraphrasing must be cited and credited as well. Credit must be given either internally in the text or in formal notes.

Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations.

Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, such as providing a term paper, lab report, or other assignment paper for unauthorized use, are subject to the appropriate penalties.

Utica College faculty are authorized to assign the grade "F for cheating" as a penalty for dishonesty in examinations or in the writing of themes, term papers, laboratory reports, or other assignments. Students who receive an "F for cheating" forfeit their right to withdraw without penalty. (The phrase "for cheating" will be removed upon graduation at the student's request.) The Vice-President and Dean of the College shall inform the student in writing of the professor's decision and of his or her right to a hearing before the Judicial Committee. Requests for a hearing should be made to the Vice-President and Dean of the College. The Dean will refer any repeat offense to the Academic Standards Committee, which may recommend a more severe penalty.

Probation and Academic Dismissal

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

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

Minimal Academic Progress

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

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

Access to and Release of Student Data/Information

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

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

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

- f. If a student has registered with Career Services and Cooperative Education and assembled a credential file, the office will send copies of this file to prospective employers at their and/or the student's request. These files are maintained by the Director of Career Services and Cooperative Education.
 - g. The Office of the Vice-President for Student Affairs and Dean of Students maintains files of students who have had cases adjudicated through the College's judicial system. The judicial system is used to resolve cases of students who are accused of violating the Code of Student Conduct. These files are maintained by the Assistant Dean of Students.
 - h. The Residence Life Office maintains files related to students who live in campus residences. The files contain records of the students' housing history, including violations of residential policies and regulations. These files are maintained by the Director of Residence Life.
 - i. The Division of Continuing Education maintains files for students enrolled in that program, which contain academic records, admissions material, and copies of correspondence. These files are maintained by the Director of Credit Programs or Director of Professional Development Programs, depending on the program.
 - j. The Division of College Relations maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence. These files are maintained by the Director of Research and Records.
 - k. The Office of Public Relations maintains files on students who submit information for press releases. These files are maintained by the Coordinator of Media Relations and Communications.
 - l. The academic division 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 associate dean of the academic division.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - a. Utica College officials, faculty members, and employees—including student employees, trustees, and persons under contract to the College—who have legitimate educational interests.
 - b. Authorized representatives of certain federal and state officials, including the Comptroller General, the Secretary of Education, etc. Please note that representatives of investigating agencies specifically are excluded.
 - c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - d. Accrediting organizations in order to carry out their accrediting functions.
 - e. In compliance with judicial order pursuant to any lawfully issued subpoena.
 - f. Parents of students who are dependents of their parents for income tax purposes. Students who are not dependents of their parents and do not wish to have information released to them must register the request with the Vice-President for Student Affairs and Dean of Students and the Registrar's Office.

3. No person, other than those enumerated in #2 above may have access to a student's records without his/her written consent.
4. Records maintained in the Registrar's Office constitute the official record and are maintained permanently. Career Services and Cooperative Education files are maintained indefinitely unless the student or graduate notifies Career Services and Cooperative Education that he/she wishes them to be destroyed. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.
5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of \$1 for the first page requested and 10 cents for each additional page, with the exception of transcripts which will be made available at a charge of \$4 per copy.
6. A student has the right to challenge the content of his/her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the President of the College to convene a formal hearing. The President or a faculty or staff member appointed by the President, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.
7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home address, campus or local address, telephone number, e-mail address, date and place of birth, major field of study, weight and height of athletic team members, dates of attendance at Utica College, degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. If you do not wish to have any or all of this information released without your prior consent, please notify the Registrar's Office in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by College officials.

Confidentiality for Student Employees

Students working in Utica College offices (student employees, resident assistants, or student interns) are considered employees of the College, and as such, are sometimes required to handle confidential materials. Students are asked to sign a statement of confidentiality. If a student knowingly reveals

information learned in confidence while working in a College office, the College reserves the right to take disciplinary action.

Grievance and Complaint Procedures

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

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

If a person feels he or she should be absolved from adhering to a particular administrative regulation or procedure, or that an administrative regulation has been unfairly applied, or that he or she has been treated unfairly on an administrative matter, he or she should discuss the problem with the Vice-President for Student Affairs and Dean of Students. The Vice-President for Student Affairs and Dean of Students, depending on the nature of the complaint, will reach a conclusion in the matter, or refer the individual to the appropriate administrative officer for resolution. In either case, the person will be required to submit his or her complaint in writing and will be informed in writing of the outcome of the complaint. Appeals of actions taken by any administrative officer should be submitted in writing to the President of the College.

Any appeals of actions taken by the President of the College should be submitted to the Chairperson of the Board of Trustees.

In resolving complaints, whether academic or administrative in nature, the College will adhere to the following principles:

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

Programs of Study*

Utica College offers instruction in the following disciplines. Not all disciplines, however, lead to the bachelor of arts or bachelor of science degree. Students must complete the requirements for at least one program of study marked B.A. or B.S. to be eligible for graduation (see Regulations, page 107). All programs at Utica College are registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, New York 12230, (518) 474-5851.

Accounting—CPA (BS) 0502**	126	Education—Elementary, PreK–6 (Special Program)	141
Accounting—Private (BS) 0502	127	Elementary Certifications in:	
Anthropology (Minor only)	128	Biology	Chemistry
Biology (BS) 0401	128	Communication	Economics
Business Administration (see Management)		Arts	
Business-Economics (BS) 0517	130	English	Government and Politics
Chemistry (BS or Minor) 1905	131	History	Mathematics
Child Life (see Psychology-Child Life)		International Studies	
Communication Arts (BA or Minor) 1506	132	Philosophy	Physics
Communications (see Communication Arts, Journalism Studies, or Public Relations)		Psychology	Social Studies
Computer Science (BS or Minor) 0701	134	Sociology and Anthropology	
Concentrations in:		Education—Secondary, 7-12 (Special Program)	141
Business Application		Secondary Certifications in:	
Scientific Application		Biology	Chemistry
Computer Security Application		Computer Science	Economics
Construction Management (BS) 0599	136	English	History
Corrections (see Criminal Justice)		Management	Mathematics
Criminal Justice (BS) 2105	137	Physics	Government and Politics
Criminal Justice—Economic Crime Investigation (BS) 2105	138	Sociology	Social Studies
Concentrations in:		Education—ESL (Special Program)	142
Computer Security		Engineering (Special Program)	143
Financial Investigation		English (BA) 1501	143
Economics (BA) 2204	139	English Language (Minor only)	144
		Film Studies (Minor only)	145
		Finance (see Management)	
		Fine Arts (BS) 1001	146
		French (Minor only)	147
		Gender Studies (Minor only)	147

Gerontology (Minor or Certificate) 2299.10, 5506.20	148	Management (BS or Minor) 0506	164
Government and Politics (BA) 2207	150	Concentrations in:	
Concentrations in:		Computer Science	
Campaign Management		Finance Management	
International Business Management		Human Resources Management	
Public Administration		International Business Management	
Social Sciences		Management of Technology	
Government (Minor only)	152	Marketing Management	
Health Studies (BS) 1299	152	Marketing (see Management)	
Health Studies-Human Behavior (BS) 2101	153	Mathematics (BA or Minor) 1701	166
Health Studies-Management (BS) 1202	155	Music (Minor only)	168
Health Studies/Physical Therapy (BS/MS) 1212	156	Nursing (BS) 1203	168
History (BA or Minor) 2205	158	Occupational Therapy (BS) 1208	170
Human Resources Management (see Management)		Occupational Therapy Weekend Program (BS) 1208	172
International Studies (BA) 2210	159	Philosophy (BA or Minor) 1509	173
Concentrations in:		Physics (BA or BS) 1902	175
Area Studies		Public Administration (see Government and Politics)	
International Business Management		Psychology—Child Life (BS) 2009	176
Language		Concentrations in:	
World Literature and Civilization		Applied Child Development	
International Business (see Management, International Studies, or Government and Politics)		Child Life Specialists	
Journalism Studies (BS) 0602	161	Psychology—General (BA or Minor) 2001	178
Law Enforcement (see Criminal Justice)		Public Relations (BS) 0699	180
Liberal Arts—Engineering (Special Program)	163	Public Relations—Journalism Studies (BS) 0601	181
Liberal Studies (BS) 4903	163	Social Studies (BA) 2201	182
Literature (Minor only)	163	Sociology and Anthropology (BA) 2208	182
		Sociology (Minor only)	183
		Spanish (Minor only)	184
		Theatre (Minor only)	184
		Therapeutic Recreation (BS) 1299	185
		Writing (Minor only)	186

Preparation for Graduate and Professional Training (for Certified Public Accountant, Law, Teaching, Medicine, Dentistry, Veterinary Medicine, Pharmacy, Optometry, Osteopathic Medicine, Podiatry, and Chiropractic see pages 29–30.)

Joint Study Options (for Medicine, Dentistry, Optometry, Osteopathic Medicine, Podiatry, Chiropractic, Engineering, and Law, see pages 30–31.)

NOTE: For explanation of requirements in the area of liberal arts and sciences electives, see item 6 under “Graduation Requirements” on page 112.

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

** HEGIS Code

Major in Accounting (CPA)
Social Sciences and Management Division *(Bachelor of Science Degree)**

Public accounting is a recognized profession that embraces the areas of auditing, financial investigations, design and installation of accounting systems, and taxation. Graduates may find a variety of opportunities available including those of supervisor, manager, and partner in a public accounting firm or positions of responsibility in private accounting.

This program is registered with the New York State Education Department and meets the educational requirements for entrance to the Certified Public Accountants Examination. Further information relative to the CPA certificate is found in *Public Accountancy Handbook*.

A copy of this publication may be obtained without cost by writing to the Office of the Professions; Professional Licensing Services; Cultural Education Center, Albany, NY 12230.

Total credit hours required for degree: 128

SPECIAL REQUIREMENTS: A grade of "C" or better is required for all major courses. A "C" average is required for all major-related courses.

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Accounting 101, 102	Elementary Accounting Principles I, II	6	1
Accounting 201, 202	Intermediate Accounting I, II	8	2
Accounting 203	Cost Accounting	3	2
Accounting 301	Income Tax Accounting	3	3,4
Accounting 401	Auditing	3	3,4
Accounting 402	Auditing Case Study	1	3,4
Accounting 403	Advanced Accounting	3	3,4
Accounting 491	Current Topics in Accounting	1	4
Accounting elective		3	3,4
Business Law 226	Law of Contracts and Sales	3	3,4
Business Law 227	Law of Business Organization and Negotiable Instruments		
or	or		
Business Law 321	Law of Property	3	3,4
Economics 131	Principles of Microeconomics	3	1,2
Economics elective	300- or 400-level	3	3,4
Finance 251	Corporation Finance	3	2
Finance 343	Money and Banking		
or	or		
Finance 351	Financial Management	3	3
Marketing 211	Principles and Problems	3	3
Management 272	Operations Management	3	2,3
		55	

MAJOR RELATED COURSE REQUIREMENTS

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

Management 222	Communications in Business	3	2
Computer Science 117	Microcomputers and Application Software	3	1
Computer Science 217	Computer Programming for Business Applications	3	1,2
Economics 141	Principles of Macroeconomics	3	1,2

* Note: Transfer students must complete at least 12 hours of accounting at Utica College.

Economics 241	Statistics	3	2
Mathematics 143 & 144	Mathematical Analysis for Business and Economics I & II		
or	or		
Mathematics 161	Calculus I	<u>3 or 6</u>	1,2
		18 or 21	

ELECTIVES: The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours (excluding Economics 241, Physical Education, and professional courses in the Health Sciences Division) of the 128 required must be in the liberal arts and sciences.

Major in Accounting (Private)

Social Sciences and Management Division (*Bachelor of Science Degree*)*

Private accounting deals primarily with the financial records, statements, and reports of a single business, and the use of accounting as a tool of management. Graduates with training in private accounting may expect to progress to such positions as cost accountant, cost analyst, budget director, chief accountant, and comptroller. Many treasurers and presidents of our largest corporations were formerly comptrollers. Comptrollership is a rapidly growing field which deals primarily with the application of accounting, economics, and statistics to the operations of a business enterprise in the complex and competitive environment of modern-day business.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)		Credit Hours	Year Taken
CORE		34–55	
MAJOR COURSE REQUIREMENTS			
Accounting 101, 102	Elementary Accounting Principles I, II	6	1
Accounting 201, 202	Intermediate Accounting I, II	8	2
Accounting 203	Cost Accounting	3	2
Accounting elective		6	3
Business Law 226	Law of Contracts and Sales	3	3
Business Law 227	Law of Business Organization and Negotiable Instruments.....	3	4
Economics 131	Principles of Microeconomics	3	1, 2
Finance 251	Corporation Finance.....	3	2
Finance 343	Money and Banking		
or	or		
Finance 351	Financial Management.....	3	3,4
Marketing 211	Principles and Problems.....	3	3
Management 272	Operations Management		
or	or		
Management 125	Principles of Management	<u>3</u>	2,3
		44	
MAJOR RELATED COURSE REQUIREMENTS			
(Some of the following may be used to satisfy core requirements.)			
Economics 141	Principles of Macroeconomics	3	1,2
Economics 241	Statistics	3	2
Management 222	Communications in Business.....	3	2
Computer Science 117	Microcomputers and Application Software	3	1,2

* Note: Transfer students must complete at least 9 hours of accounting at Utica College.

Economics electives	300- or 400-level	6	3,4
Mathematics 143 & 144	Mathematical Analysis for Business and Economics I & II		
or	or		
Mathematics 161	Calculus I	<u>3 or 6</u> 21 or 24	1,2

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

Minor in Anthropology

Social Sciences and Management Division

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

Total credit hours required for minor: 18

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

		Credit Hours
A. REQUIRED COURSES		
Anthropology 205	Human Beings in Evolutionary Perspective	3
B. LINGUISTICS ELECTIVE		
One of the following courses:		3
English 313	American Social Dialects	
English 318	Introduction to Linguistics	
Anthropology 351	Language and Culture	
C. BIOLOGY ELECTIVE		
One of the following courses:		3
Biology 111	Human Ecology	
Biology 113	Human Genetics	
D. ANTHROPOLOGY ELECTIVES		
Nine credits in Anthropology at the 200-, 300-, or 400-level		<u>9</u> 18

Major in Biology

Arts and Sciences Division (Bachelor of Science Degree)*

Biology is the science of life and its processes. It includes study and research related to the structure, function, growth, origin, evolution, and distribution of living organisms. The major in biology offers a variety of career opportunities in at least four different areas, (1) MEDICAL: dentistry, medicine, optometry, pharmacy, podiatry, public health, chiropractic, veterinary medicine; (2) TEACHING AND RESEARCH: college, secondary, elementary, drug counselling, lab technology, research technology; (3) ENVIRONMENTAL: forestry, wildlife management, park management, range management, pollution measurement and control; and (4) COMMERCIAL: landscape architecture, horticulture, pharmaceutical sales, technical writing.

Most of these careers require training in addition to a major in biology. Those interested should investigate specific course requirements for entrance into professional or graduate school.

Total credit hours required for degree: 128

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

The following courses plus their laboratories:

A. Biology 121 and 122	General Biology I & II	8	1
B. One course from each of the following three categories plus one additional course from any of the three:		15-16	2,3
1. Structure/function			
Biology 222	Developmental Biology		
Biology 224	Animal Physiology		
2. Organismal/population biology			
Biology 223	Principles of Ecology		
Biology 225	Evolution		
3. Cellular/molecular biology			
Biology 221	Genetics		
Biology 228	Cell Biology		
C. Biology 325	Botany	4	3,4
D. Biology Electives	Any 300- or 400-level courses	<u>12</u>	3,4
		39–40	

MAJOR RELATED COURSE REQUIREMENTS

Chemistry 121, 122	General Chemistry I, II	8	1
Physics 151, 152	General Physics I and II plus laboratories	8	2
Mathematics 112	Basic Statistics		
or	or		
Psychology/Sociology 211	Statistics in the Behavioral Sciences		
or	or		
Mathematics 161	Calculus I	3	1,2,3
Computer Science 101, or 117, or any 200-level course or above†		<u>3</u>	1,2,3
		22	

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

RECOMMENDED CONCENTRATIONS: The department recommends that biology majors choose one of three concentrations to help prepare them to meet their goals.

General Concentration: six hours of non-biological science courses. This concentration adds flexibility in choosing and sampling courses outside of the field of biology.

Pre-professional Concentration: Organic Chemistry (Chemistry 221 and 222), a foreign language, and calculus. The pre-professional track should satisfy the needs of students intending to apply to professional or graduate schools.

Educational Concentration: Education courses and science courses in areas where certification is desired. This concentration encourages those students intending to be secondary or elementary school teachers to meet state certification requirements in areas in addition to biology (e.g., earth science and general science). If one is considering secondary or elementary public school teaching as a career, refer to the program in education, listed alphabetically in this section of the catalog.

*The following requirements must be satisfied in order to be considered for Honors in Biology:

1. Students must have an average of 3.4 in all biology courses and 3.0 overall average.

- 2. Students must take at least one credit hour of Biology 450 in their junior or senior year and present their findings at a seminar.
- 3. The biology staff will evaluate the students' credentials and then select those who shall receive honors. The students' participation in departmental activities also will be considered.
- 4. If students wish to be considered, they must apply by April 14 of their senior year.

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

†Students should check to determine if these courses require prerequisites.

Major in Business-Economics

Social Sciences and Management Division (Bachelor of Science Degree)

The business-economics combination includes all the economics courses required in the economics major. One has fewer electives in this program, and instead takes at least 30 hours of additional business courses. This provides an especially strong foundation for employment in business. It also is a good basis for graduate work in economics, business, and law. With the growing emphasis on more economic education in the high schools, the business-economics program prepares graduates to teach business subjects with a sound understanding of the economic foundations of business practices and policies.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34-55	

MAJOR COURSE REQUIREMENTS

Accounting 101, 102	Elementary Accounting Principles I, II	6	1,2
Business Law 226	The Law of Contracts and Sales	3	2
Finance 251	Corporation Finance	3	2
Finance 343	Money and Banking		2
or			
Economics 341	Intermediate Macroeconomic Theory	3	2
Marketing 211	Principles and Problems	3	2
Management electives		9	3,4
		27	

MAJOR RELATED COURSE REQUIREMENTS

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

Economics 131	Principles of Microeconomics	3	1
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2
Economics 332	Managerial Economics	3	3,4
Economics 475	Research Methods in Economics . . .	3	3,4
Economics electives	300- or 400-level	6	3,4
Economics 470	Internship		
or			
Economics elective	300- or 400-level	3	3,4
Mathematics 143 and 144	Mathematical Analysis for Business .	3	
	and Economics I & II		
or			
Mathematics 161	Calculus I	3 or 6	1,2
		27 or 30	

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

Major in Chemistry

Arts and Sciences Division (Bachelor of Science Degree)

Chemists study the composition, structure, properties, and reactions of matter with emphasis on atomic and molecular systems. The major is designed to meet the needs of students whose principal interest is in chemistry, biochemistry, or medicine. Flexibility within the major allows a student and adviser to design a program with one of the following goals: preparation for graduate study in chemistry, biochemistry, or forensic science; meeting the entrance requirements for professional study in fields such as dentistry, medicine, and patent law; preparation for direct entry into research in chemical, pharmaceutical, or related industries; preparation for secondary or elementary school teaching. Those considering secondary or elementary school teaching should refer to the program in education which is listed alphabetically in this section. Each student who studies the chemistry major should consult regularly with his/her adviser, particularly about selection of computer science and elective courses.

Total credit hours required for degree: 128

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Chemistry 121, 122	General Chemistry I, II	8	1
Chemistry 221, 222	Organic Chemistry	8	2
Chemistry 301	Quantitative Analysis	5	2,3
Chemistry 342, 343	Physical Chemistry	6	3,4
Chemistry 342L, 343L	Physical Chemistry Laboratory	2	3,4
Chemistry 411	Instrumental Methods	5	3,4
Chemistry 400	Topics in Chemistry	1	3,4
Chemistry 471	Inorganic Chemistry	4	3,4
Electives from Chemistry (300-level or higher)		<u>6</u>	3,4
		45	

MAJOR RELATED COURSE REQUIREMENTS

Mathematics 161, 162, 261	9	1,2
Computer Science—Select from 101, 102, 117, 118, 217	6	2,3
Physics 261, 262	<u>8</u>	1,2
	23	

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

HONORS IN CHEMISTRY: Students wishing to receive Honors in Chemistry must meet the College requirements for Major Honors on pages 26 and 27 of this catalog and take the following courses in addition to the requirements listed above.

Mathematics 262	Calculus IV	
or	or	
Mathematics 331	Linear Algebra	3
Physics 363	Physics III	3

Minor in Chemistry

Arts and Sciences Division

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

Total credit hours required for minor: 21

	<i>Credit Hours</i>
Chemistry 121	General Chemistry I
Chemistry 122	General Chemistry II
Chemistry 221, 222	Organic Chemistry I, II
Elective(s) from 300- or 400- level Chemistry courses	5
	21

Major in Communication Arts

Social Sciences and Management Division *(Bachelor of Arts Degree)*

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

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

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

If one is considering elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Communication Arts 101	Interpersonal Communication	3
Communication Arts 103	Introduction to Public Speaking	3
Any 3-credit hour Theatre course		3
Film Studies 201	The Language of Film	3
Communication Arts 261	Broadcasting in the Public Interest	
or	or	
Journalism 181	Introduction to Mass Communication	3
Communication Arts 341	Organizational Communication	3

Communication Arts 403	Argumentation	3
Communication Arts 411	Communication Theory	
or	or	
Communication Arts 461	Rhetorical Theory and Criticism	3
Communication Arts 481	Senior Seminar	<u>3</u>
		27

MAJOR ELECTIVES: The student must select four additional courses not listed above in the areas of Communication Arts, Theatre, or Film Studies. At least three of these electives must be at the 300-level or above.

15
42

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

Minor in Communication Arts

Social Sciences and Management Division

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

Total credit hours required for minor: 18

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

Major in Computer Science

Arts and Sciences Division (Bachelor of Science Degree)

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

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

The Scientific Concentration is intended for the science and technology oriented student. The mathematical background obtained will prepare the graduate to handle analytical problems and systems requiring a scientific preparation and mathematical sophistication.

The Business Concentration is intended for the student who needs less mathematical sophistication and who intends to work primarily in areas where the computer is applied to business or non-mathematical problems.

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

If one is considering secondary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 128

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Computer Science 101	Computer Science I	3	1
Computer Science 102	Computer Science II	3	1
Computer Science 103	Discrete Mathematics I	3	1
Computer Science 204	Discrete Mathematics II	3	2
Computer Science 212	File Structures and Processing	3	2
Computer Science 231	Assembly Language Programming ..	3	2
Computer Science 303	Computer Organization	3	3,4
Computer Science 316	Object-Oriented Programming	3	3,4
Computer Science 322	Data Structures and Algorithms	3	3,4
Computer Science 325	Programming Languages	3	3,4
Computer Science 425	Operating System Concepts	3	3,4
Computer Science 433	Software Engineering	2	4
Computer Science 433L	Software Engineering Laboratory ...	<u>1</u>	4
		36	

MAJOR RELATED COURSES

Mathematics 161	Calculus I	3	1,2
Mathematics 162	Calculus II	3	1,2
Philosophy 108	Professional Ethics	<u>3</u>	2,3
		9	

CONCENTRATION (Students must choose one of three concentrations): SCIENTIFIC CONCENTRATION:

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

BUSINESS CONCENTRATION:

Mathematics 112	Basic Statistics		
or	or		
Economics 241	Statistics	3	1,2
Accounting 105	Financial Accounting	3	1,2
Economics 141	Principles of Macroeconomics	3	1,2
Finance 251	Corporation Finance	3	1,2
Management 125	Principles of Management	<u>3</u>	2,3
		15	

COMPUTER SECURITY CONCENTRATION:

Mathematics 112	Basic Statistics		
or	or		
Economics 241	Statistics	3	1,2
Criminal Justice 343	Law of Economic Crime	3	2,3
Criminal Justice 333	Information Security	3	2,3
Computer Science 432	Computer Security	3	3,4
Computer Science 442	Introduction to Networks and Network Security	<u>3</u>	3,4
		15	

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

Minor in Computer Science

Arts and Sciences Division

The minor in computer science is intended to provide a general background in computer science to students in other disciplines. It consists of the basic, necessary mathematics background, an introduction to computers, microcomputers and their structure, and the basic programming languages. With this background, students should be able to readily work with the computer in their fields of study.

Total credit hours required for minor: 18

		<i>Credit Hours</i>
ACADEMIC REQUIREMENTS		
Computer Science 101	Computer Science I	3
Computer Science 102	Computer Science II	3
Computer Science 103	Discrete Mathematics I	3
Computer Science 212	File Structures and Processing	3
Computer Science 231	Assembly Language Programming	3
One of the following:		3
Computer Science 303	Computer Organization	
Computer Science 325	Programming Languages	
Computer Science 411	Artificial Intelligence	
Computer Science 432	Computer Security	
		<u>18</u>

Major in Construction Management
Social Sciences and Management Division (Bachelor of Science Degree)

The curriculum for this major, which has taken over a quarter of a century to evolve, is structured to prepare students for a career in building construction or in any of the many branches of the huge construction industry. It trains one in the principles, the methods, and the materials of construction—and is designed to instill a thorough familiarity with the building process.

This curriculum is essentially a balanced composite of the basic disciplines of architecture, civil engineering, and business administration, plus a core of liberal arts to provide the education deemed necessary for the construction manager.

Construction management graduates qualify as Associate Members in the American Institute of Constructors, a professional society of builders.

Total credit hours required for degree: 128

	Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Construction Management 133	Intro. to Building Construction	3	1
Construction Management 134	Construction Graphics	3	1
Construction Management 135	Materials and Methods of Building Construction	3	1
Construction Management 233	Surveying	3	2
Construction Management 234	Contract Documents	3	2
Construction Management 334	Estimating I	3	3
Construction Management 335	Estimating II	3	3
Construction Management 336	Mechanical and Electrical Equipment	3	3
Construction Management 337	Statics and Strength of Materials	3	3
Construction Management 338	Structural Applications	3	3
Construction Management 345	Construction Equipment	3	3
Construction Management 432	Soils and Foundations	3	4
Construction Management 434	Project Management	3	4
Construction Management 435	Structural Concrete	3	4
Construction Management 436	Temporary Structures	3	4
Construction Management 437	Planning and Scheduling	3	4
Construction Management 438	Safety and Quality Management	3	4
		51	

MAJOR RELATED COURSE REQUIREMENTS

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

Economics 141	Principles of Macroeconomics	3	1,2
Geology 125	General Geology	4	1,2
Physics 151	General Physics I: Mechanics, Heat, and Waves	4	1,2
Accounting 105	Financial Accounting	3	1,2
Business Law 226	Law of Contracts and Sales	3	1,2
Real Estate 323	Fundamentals of Real Estate or Special Topics in Real Estate: New York Real Estate Salesperson's Course	3 or 4	3,4
Human Resources Management 271	Human Resources Management	3	3,4
Human Resources Management 375	Collective Bargaining	3	3,4
Mathematics 104	Intermediate Algebra	3	1
Mathematics 131	Plane Trigonometry	3	1

Major in Criminal Justice

Social Sciences and Management Division (Bachelor of Science Degree)

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

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

Total credit hours required for degree: 120

SPECIAL REQUIREMENTS

Students in criminal justice are required to achieve a minimum of "C" in each major course to meet the graduation requirements of the program.*

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34–55	

MAJOR COURSE REQUIREMENTS

CRIMINAL JUSTICE SYSTEM

Criminal Justice 103	Introduction to Criminal Justice	3	1
Criminal Justice 351	Comparative Criminal Justice Systems	3	3,4
Criminal Justice 461	Senior Seminar: Public Policy Issues	<u>3</u>	4
		9	

CRIMINAL JUSTICE ORGANIZATION

Criminal Justice 312	American Policing	3	3,4
Criminal Justice 321	Issues in Juvenile Justice	3	3,4
Criminal Justice 324	American Corrections	<u>3</u>	4
		9	

LAW

Government and Politics 341	Jurisprudence of the Criminal Law ..	3	3,4
Criminal Justice 342	Constitutional Law in the Criminal Process	<u>3</u>	3,4
		6	

RESEARCH AND THEORY

Sociology 274	Criminology	3	2,3
Sociology 276	Criminological Research Methods ...	<u>3</u>	2,3
		6	

INTERNSHIP

Criminal Justice 470	Internship	6–15	
----------------------	------------------	------	--

MAJOR ELECTIVE

Choose one of the following:		3	
Criminal Justice 300	Special Topics		2,3,4
Criminal Justice 311	Applied Research in Criminal Justice		3,4
Criminal Justice 382	Administrative Issues in Criminal Justice		3,4
Criminal Justice 441	Applied Legal Research	<u>3</u>	4
		3	

MAJOR RELATED REQUIREMENTS			
Psychology 101	Introduction to Psychology	3	1,2
Psychology 372	Counseling and Interviewing Process	3	3,4
Sociology 151	Human Society	3	1,2
Sociology 252	Racial and Cultural Minorities	3	2,3
Mathematics 112	Basic Statistics	3	
or			
Economics 241	Statistics	3	
or			
Psychology/Sociology 211	Statistics in Behavioral Sciences	3	
One of the following:		3	2,3
Psychology 322	Adolescence		
Psychology 331	Introduction to Social Psychology		
Psychology 361	Abnormal Psychology		
		18	

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.

*For the criminal justice retention policy, please consult with one's academic adviser.

Major in Criminal Justice— Economic Crime Investigation

Social Sciences and Management Division *(Bachelor of Science Degree)*

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

Utica College also offers a master's program in economic crime management. For more information, consult the UC graduate catalog.

Total credit hours required for degree: 126

SPECIAL REQUIREMENTS

Students in Criminal Justice are required to achieve a minimum of "C" in each major course to meet the graduation requirements of the program.*

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Criminal Justice 103	Introduction to Criminal Justice	3	1
Sociology 274	Criminology	3	2,3
Government and Politics 341	Jurisprudence of the Criminal Law . .	3	3,4
Criminal Justice 333	Information Security	3	3,4
Criminal Justice 334	Economic Crime Investigation	3	3,4
Criminal Justice 335	Cybercrime and Computer Forensics	3	3,4
Criminal Justice 343	Law of Economic Crime	3	3,4
Criminal Justice 351	Comparative Criminal Justice Systems	3	3,4

Criminal Justice 461	Senior Seminar in Economic Crime . . .	3	4
Criminal Justice 470	Internship	<u>6–15</u>	4
		33–42	

MAJOR RELATED REQUIREMENTS

1. Economics 131	Principles of Microeconomics	3	1,2,3,4
2. Sociology 276	Criminological Research Methods . . .	3	2,3
3. Mathematics 112	Statistics		1,2,3,4
or	or		
Psychology/Sociology 211	Statistics in the Behavioral Sciences .	<u>3</u>	2,3
		9	

MAJOR CONCENTRATION

Each major must select one of the following concentrations.

1. <i>Financial Investigation</i>			
Accounting 105	Financial Accounting	3	1,2,3,4
Accounting 201	Intermediate Accounting I	4	1,2,3,4
Accounting 202	Intermediate Accounting II	4	1,2,3,4
Accounting 301	Income Tax Accounting	3	1,2,3,4
Accounting 401	Auditing	<u>3</u>	1,2,3,4
		17	
2. <i>Computer Security</i>			
Computer Science 101	Computer Science I	3	1,2,3,4
Computer Science 103	Discrete Mathematics I	3	1,2,3,4
Computer Science 231	Assembly Language Programming . .	3	1,2,3,4
Criminal Justice/ Computer Science 432	Computer Security	3	1,2,3,4
Computer Science 442	Introduction to Networks and Network Security	3	1,2,3,4
Accounting 105	Financial Accounting (or 101 and 102)	<u>3 or 6</u>	1,2,3,4
		18–21	

ELECTIVES: The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 63 credit hours of the 126 required must be in the liberal arts and sciences.

*For the criminal justice retention policy, please consult with one's academic adviser.

Dentistry

(See pages 29–31 for preparation for graduate and professional training and joint study options.)

Major in Economics

Social Sciences and Management Division (Bachelor of Arts Degree)

Economics is the science which studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one's understanding of economic and political

problems in the national and world economy. If one is considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the special program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120			
ACADEMIC REQUIREMENTS (see page 16)		Credit Hours	Year Taken
CORE		34–55	
MAJOR COURSE REQUIREMENTS			
(Some of the following may be used to satisfy core requirements.)			
Economics 131	Principles of Microeconomics	3	1
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2
Economics 331	Intermediate Microeconomic Theory .	3	3,4
Economics 341	Intermediate Macroeconomic Theory	3	3,4
Economics 343	Money and Banking	3	3
Economics 475	Research Methods in Economics ...	3	4
Economics electives		9–15	3,4
		30–36	
MAJOR RELATED REQUIREMENTS			
Accounting 101, 102	Elementary Accounting Principles I, II	6	1,2
Electives from Social Sciences		9	2,3,4
Mathematics 143 & 144	Mathematical Analysis for Business and Economics I & II		
or	or		
Mathematics 161	Calculus I	3 or 6	1,2
		18 or 21	

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

Programs in Education

Health and Human Studies Division *(Preparation for Elementary and Secondary Teachers and Teachers of English as a Second Language)*

Utica College offers programs in teacher education which lead to certification in several different teaching areas. In order to be certified to teach in New York state, prospective teachers are required to complete a bachelor's degree, including the education program requirements, and to pass the mandatory New York State Teacher Certification Examinations. Once this is done, a Certificate of Qualification will be issued, valid for five years, indicating the graduate's eligibility to teach in the schools of New York state, as subject to state regulations.

If you are interested in a teaching career, plan to consult with the Director of Teacher Education before, or soon after, matriculation. The director will discuss career possibilities with you, inform you about procedures for admission to the education programs and the requirements for completion, provide information about the certification areas available, and advise you about appropriate course selections and sequencing. Several education courses require written permission of the director for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year (usually the fall) to devote entirely to the study of professional education.

There are specific retention criteria and policies for the education program, particularly associated with admission to and retention in student teaching.

Utica College also offers a master's program in education. For more information, consult the UC graduate catalog.

Program in Elementary Education (PreK–6 Certification)

Students pursuing the elementary education program need to major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, history, international studies, mathematics, philosophy, physics, government and politics, psychology, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the elementary education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- one year of college-level work in a foreign language.
- at least 6 credits in each of the following fields: English, mathematics, science, and social studies.

		<i>Credit Hours</i>	<i>Year Taken</i>
Psychology 321	Infancy and Childhood	3	2,3
Psychology 377	Children Under Stress	3	2,3
Education 201	Applied Educational Psychology . . .	3	2
Education 218	Curriculum and Instruction (Prekindergarten through 6)	3	2
Education 314	Children's Literature	3	2,3
Education 315	Reading in Primary and Elementary School	3	3
Education 316	Language Arts and Social Studies in Primary and Elementary School . .	3	3
Education 317	Math and Science in Primary and Elementary School	3	3
Education 321	Foundations of American Education . .	3	3
Education 471*	Student Teaching Seminar	0	4
Education 475*	Student Teaching I	6	4
Education 476*	Student Teaching II	6	4
		<u>39</u>	

NOTE: Students in the elementary education program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 123 credits in order to meet this requirement for graduation. Consult as early as possible with your adviser or with the Director of Teacher Education to be sure that you fulfill this requirement.

Program in Secondary Education (7–12 Certification)

The program in secondary education requires that students select a major in the subject area which they plan to teach. The areas open to students at Utica College are English, mathematics, science (majors in biology, chemistry, or physics), the social sciences (majors in economics, history, government and politics, social studies, or sociology and anthropology), and business and distributive education (majors in management or computer science). Certification in business and distributive education also requires a year of work experience in addition to college course work. See the Director of Teacher Education for further information.

In addition to the requirements in their majors and the courses in the secondary education program listed below, students must complete one year of college-level work in a foreign language (which may be satisfied by the requirements of the Utica College core curriculum).

		Credit Hours	Year Taken
Education 201	Applied Educational Psychology	3	2
Education 303	Reading and Study in the Secondary School	3	3
Education 312	Practical Teaching Methodologies . . .	3	3
Education 313	Methods and Curriculum in Teaching .	3	3
Education 321	Foundations of American Education .	3	3
Education 471*	Student Teaching Seminar	0	4
Education 475*	Student Teaching I	6	4
Education 476*	Student Teaching II	6	4
		27	

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

Program in English as a Second Language (ESL) Education (PreK–12 Certification)

The program in English as a Second Language (ESL) is designed to prepare prospective teachers of ESL in the prekindergarten, elementary, and secondary grades (preK to 12). This program is open to English and social studies majors. In addition to the requirements of their majors and the courses in the ESL program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- two years of college-level work in a foreign language.
- at least 6 credits in each of the following fields: English, mathematics, science, and social studies.

		Credit Hours	Year Taken
Anthropology 101 or	Introduction to Cultural Anthropology or		
Sociology 252 or	Racial and Cultural Minorities or		
Literature 358	World Literature in English	3	1,2
English 311	Modern English Grammar	3	2,3
English 316	Principles and Practice of ESL	3	2,3
English 317	ESL Through the Subject Areas	3	2,3
English 318	Introduction to Linguistics	3	2,3
Anthropology/English 351	Language and Culture	3	2,3
Education 201	Applied Educational Psychology	3	2
Psychology 321	Infancy and Childhood	3	3
Education 312	Practical Teaching Methodologies . .	3	3
Education 313	Methods and Curriculum in Teaching . .	3	3
Education 321	Foundations of American Education . .	3	3
Education 471*	Student Teaching Seminar	0	4
Education 475*	Student Teaching I	6	4
Education 476*	Student Teaching II	6	4
		45	

NOTE: Students in the ESL program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your adviser or with the Director of Teacher Education to be sure that you fulfill this requirement.

Engineering

(See Physics on page 175)

Major in English

Arts and Sciences Division *(Bachelor of Arts Degree)*

English majors study the great heritage of the English-speaking peoples in a comprehensive and varied program that includes literature, the history and structure of the language, and various aspects of writing. Students develop an understanding of the relationship between English and the diverse cultural traditions around the world through the study of ancient and modern foreign literatures in translation. They gain cultural understanding, communication skills, and experience in scholarship and are therefore prepared to teach, do graduate work, or enter any occupation that requires critical thinking, good writing, and a broad perspective.

Students planning to find employment after graduation or go to graduate school will take the general program. Detailed advising outlines will help them prepare for careers in business, civil service, law, or publishing and for graduate work in English language, English as a second language, linguistics, literature, or writing.

Students planning to be certified for secondary or elementary school teaching will take the appropriate education concentration. They must also complete the program in education which is listed alphabetically under education in this section. Only those students who declare an education concentration will be eligible for admission to the program in education.

Students planning to be certified for teaching English to speakers of other languages should follow the requirements listed under the program in education which is listed alphabetically under education in this section and should declare the Secondary Education Concentration or the Elementary Education Concentration below.

Total credit hours required for degree: 120

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

1. GENERAL PROGRAM

MAJOR COURSE REQUIREMENTS

English 245, 246	Major Figures in English		
	Literature	6	1,2
English 367	Shakespearean Drama	3	2,3,4
English 311, 318, or 408	English language requirement	3	3,4
English 335, 345, 355, 356, or 357	Literary period requirement	3	3,4
English 385, 386, 395, or 396	American Literature requirement	3	3,4
English electives at the 300- or 400-level, including three hours of additional American Literature (May include only three hours of independent study)		<u>15</u> 33	3,4

MAJOR RELATED COURSE REQUIREMENTS

World Literature 205, 206	Masterpieces of World Literature	6	1,2
World Literature elective at the 300- or 400-level		<u>3</u> 9	3,4

2. SECONDARY EDUCATION CONCENTRATION

MAJOR COURSE REQUIREMENTS

English 245, 246	Major Figures in English		
	Literature	6	1,2

English 367	Shakespearean Drama	3	2,3,4
English 374	Forms and Art of Poetry	3	3,4
English 311 or 408	English language requirement	3	3,4
English 335, 345, 355, 356, or 357	Literary period requirement	3	3,4
English 385, 386, 395, or 396	American Literature requirement	6	3,4
English electives at the 300- or 400-level, including three hours of additional American Literature (may not include independent study; may include three hours of World Literature at the 300- or 400-level)		<u>12</u>	3,4
		36	
MAJOR RELATED COURSE REQUIREMENTS			
World Literature 205, 206	Masterpieces of World Literature	6	1,2
Student Assistantship 301	English 101 or 102	<u>1</u>	3,4
		7	

3. ELEMENTARY EDUCATION CONCENTRATION

MAJOR COURSE REQUIREMENTS

English 245, 246	Major Figures in English Literature	6	1,2
English 367	Shakespearean Drama	3	2,3,4
English 313, 316, 318, or Anthropology/English 351	English language requirement	3	3,4
English 372, 374, or 375	Genre requirement	3	3,4
English 304, 307, or 315	Writing requirement	3	3,4
English 385, 386, 395, or 396	American Literature requirement	3	3,4
English electives at the 300- or 400-level (may not include independent study)		<u>12</u>	3,4
		33	

MAJOR RELATED COURSE REQUIREMENTS

World Literature 205, 206	Masterpieces of World Literature	6	1,2
World Literature elective at the 300- or 400-level		<u>3</u>	3,4
		9	

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

Minor in English Language
Arts and Sciences Division

The minor in English language is designed to provide an added area of competency for students majoring in disciplines other than English and is not open to English majors. It entails the study of language theory and structure and offers the opportunity for practical application of theoretical concepts. While the minor is offered under the auspices of the Arts and Sciences Division, it includes language-related courses offered in other divisions as course options.

Because many professions require an understanding and effective use of language, this minor will be helpful to students preparing for various careers, both in terms of increasing their linguistic competence and in gaining employment. Students interested in minoring in English language should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18

A. REQUIRED COURSES		Credit Hours
English 311	Modern English Grammar	3
English 318	Introduction to Linguistics	3
English 408	History of the English Language	<u>3</u>
		9
One or two of the following courses:		3-6
English 245	Major Figures in English Literature	
English 335	Renaissance Literature: 1500-1660	
English 345	Restoration and Eighteenth Century Literature: 1660-1792	
English 367	Shakespearean Drama	
B. OPTIONAL COURSES		3-6
One or two of the following courses:		
Communication Arts 105	Voice and Diction	
Journalism 261	Newswriting	
Journalism 363	Magazine Article Writing	
English 304	Advanced Composition	
English 313	American Social Dialects	
Anthropology/English 351	Language and Culture	
		<u>3</u>
		9

Minor in Film Studies

Social Sciences and Management Division

The minor in film studies is designed to enhance students' understanding of film as an art form and as an embodiment of cultural developments. In an age when we are bombarded with information, in-depth study of the cinema is an appropriate means of enhancing our visual and cultural literacy.

The minor in film studies will be of use to those who are interested in studying film at the graduate level and those in such fields as communications, teaching, English, the fine arts, public relations, journalism, and history.

Total credit hours required for minor: 15

REQUIRED COURSES		Credit Hours
A. Film 201	The Language of Film	<u>3</u>
		3
B. CHOOSE TWELVE CREDITS FROM THE FOLLOWING:		
Film 300	Film Genres	3
Film 301	Film and Literature	3
Film 303	Blacks and Film	3
Film 304	Women and Film	3
Film 310	Currents in Contemporary Film	<u>1</u> (+1+1)
		12

Major in Fine Arts

Arts and Sciences Division (Bachelor of Science Degree)

The major in fine arts is a joint endeavor between the School of Art of Munson-Williams-Proctor Institute, which is accredited by the National Association of Schools of Art and Design (N.A.S.A.D.) and Utica College. The professional artists and the extensive collection of paintings, sculpture, and visual arts available at the Institute provide students with the necessary ambience for their studio work. The generous number of electives allows students to take advantage of Utica College's strong academic programs in the humanities, sciences, and social sciences; to explore career options in non-liberal arts areas such as public relations or journalism; or to select from a wide range of minors.

Total credit hours required for degree: 120

	Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34-55	

MAJOR COURSE REQUIREMENTS

A. History and Theory Requirements:		
Fine Arts 115	Introduction to Art	3 1
Fine Arts 151	General Drawing	3 1
Fine Arts 154	Elements of Art	3 1
Fine Arts 245, 246	History of Art I, II	6 1,2
Fine Arts 400	Studies in Art History	3 3,4
		18
B. Studio Requirements:		
Fine Arts 133M	Two Dimensional Design I	3 1,2
Fine Arts 134M	Color Theory	3 1,2
Fine Arts 135M	Three Dimensional Design I	3 1,2
Fine Arts 141M	Figure Drawing I	3 1,2
Fine Arts 217S	Sculpture Principles	
or	or	
Fine Arts 281S	Painting Principles	3 2,3
		15
C. Studio Electives (three courses from the following, at least two of which must be on the 300- and 400-level):		
Fine Arts 201S	Beginning Ceramics	3 3
Fine Arts 231S	Two Dimensional Design II	3 3,4
Fine Arts 242S	Figure Drawing II	3 3,4
Fine Arts 251M	General Drawing II	3 3
Fine Arts 261M	Black & White Photography	3 3,4
Fine Arts 263M	Color Photography	3 3,4
Fine Arts 303S	Three Dimensional Design II	3 3,4
Fine Arts 305M	Painting I	3 3
Fine Arts 306M	Painting II	3 3
Fine Arts 311M	Ceramics: Potters Wheel	3 3,4
Fine Arts 317M	Sculpture I	3 3
Fine Arts 318M	Sculpture II	3 3,4
Fine Arts 321M	Ceramics: Design & Sculpture	3 3,4
Fine Arts 344S	Creative Expression	3 3,4
Fine Arts 351S	Advanced Drawing	3 3
Fine Arts 371M	Printmaking: Relief	3 3,4
Fine Arts 372M	Printmaking: Intaglio	3 3,4
Fine Arts 407S	Painting III	3 4
Fine Arts 481S	Supervised Sculpture Study	3 4
Fine Arts 483S	Life Studies	3 4
Fine Arts 491S	Supervised Painting Study	3 4
		9

MAJOR RELATED COURSE REQUIREMENTS

(2 courses selected from the following).		1,2,3,4
Film 201	The Language of Film	3
Music 225, 226	History of Music	3,3
Theatre 121	Introduction to Theatre	3
Theatre 133	Production in the Theatre	<u>3</u>
		6

NOTE: "M" indicates that the course is taught at Munson-Williams-Proctor Institute School of Art. "S" indicates that the studio course is taught at Utica College. Both "M" and "S" courses are not liberal arts courses.

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

Minor in French

Social Sciences and Management Division

French is of particular interest to those studying the civilization and current affairs of Canada, Europe, and Africa. For its cultural and practical value, the study of French generally is recommended to all prospective graduate students and to students in certain career and liberal arts areas (e.g., international business, international studies, philosophy, government and politics, and education).

Total credit hours required for minor: 15

Prerequisite: French 202 or equivalent.

		<i>Credit Hours</i>
A. REQUIRED COURSES		
French 237	French Conversation and Grammar Review	3
French 247	French Civilization and Culture	3
French 288	Masterpieces of French Literature . . .	3
French 327	Spoken French	<u>3</u>
		12
B. RELATED REQUIREMENTS*		
One of the following courses:		3
Anthropology/English 351	Language and Culture	
English 318	Introduction to Linguistics	
History 266	Modern Europe	
Government and Politics 271	European Politics	<u>3</u>

*Other courses may be substituted with departmental approval.

Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

Minor in Gender Studies

Social Sciences and Management Division

The minor in gender studies is designed to enable students to develop a critical awareness of socially-formed gender patterns.

From birth, females and males internalize assumptions about gender roles. This often results in both sexes consciously or unconsciously limiting their views of themselves and each other. The minor in gender studies consists of an interdisciplinary investigation of gender-related issues and research. Learning to apply standards of critical thought to the inevitable emotional content of gender studies may enable men

and women to live and work together more successfully with greater mutual respect and understanding.

As a part of social studies, the gender studies minor is under the administrative oversight of the Coordinator of Social Sciences who acts as student adviser. The Gender Studies Committee, in turn, consists of at least one faculty member from each division of the College and at least two students.

Total credit hours required for minor: 18

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

REQUIREMENTS		Credit Hours
A. Required courses		
Social Studies 203	Introduction to Gender Studies	3
Capstone Project		3

The capstone project will be an independent project chosen by the student together with an adviser who need not be a part of the Gender Studies Committee. This course will be numbered as an independent study course within the relevant department. In addition to the adviser, the project will be presented to a committee consisting of two faculty members and two students from the Gender Studies Committee. The committee may be chosen by the student from among those eligible, but must include faculty from at least two disciplines. The project will be graded by the student's independent study adviser.

B. Electives: Choose 12 credits from the following and at least one course from each category.

1. *Gender in Health and Human Development*

Anthropology 101

Anthropology 320u

Anthropology 415

Biology 112

Film Studies 304

Health Sciences 113

Health Sciences 245

History 322

Psychology 322

Introduction to Anthropology

Women and Culture

Cultures, Health, and Healing

Human Sexuality

Women and Film

Understanding Alcoholism, Chemical Dependency and Mental Health

Human Development Process

America's Aged through History

Adolescence
2. *Gender in Social Context*

Communication Arts 101

Communication Arts 301

History 204

Psychology 331

Social Studies 215

Sociology 151

Sociology 233

Sociology 252

Sociology 333

Sociology 367

Sociology 405

Introduction to Interpersonal Communication

Advanced Interpersonal Communication

America before the 20th Century

Introduction to Social Psychology

Women's Past, Present and Future

Introductory Sociology

The Family

Racial and Cultural Minorities

American Utopias

Social Stratification

Sociological Theory

Certificate in Gerontology

Continuing Education Division

The purpose of this program is to foster awareness of the needs of the elderly and to develop skills to meet those needs. Within the Aging Network there are many levels of service delivery. All require appropriate levels of training. The knowledge and skills gained through this certificate program are well suited for persons seeking entry level employment in the Aging Network, while those already employed in the Network will

increase their knowledge of the aging process and further develop their skills. (Students who already are matriculated in a degree program are ineligible for the certificate.)

Total credit hours required for certificate: 30

A. REQUIRED COURSES		<i>Credit Hours</i>
Gerontology 101	Introduction to Aging	3
Gerontology 214	Biology of Aging	3
Gerontology 377	Social Gerontology: Field Work Seminar	3
Psychology 101	Introduction to Psychology	3
Psychology 327	Adulthood and Aging	<u>3</u>
		15
B. CHOOSE FIFTEEN CREDITS FROM THE FOLLOWING:		
Gerontology 300	Special Topics in Gerontology	3
Gerontology 411	Aging and Mental Health	3
Gerontology 470	Experiences in Gerontology	3
Psychology 237	Group Dynamics—Introduction to Group Development and Group Process	3
Psychology 374	The Helping Relationship	3
Psychology 375	Death, Dying, and Bereavement	3
Nursing 376	Gerontological Nursing	3
History 322	America's Aged through History	3
Biology 112	Human Sexuality	3
Selected Course	(tailored to student's individual program)	<u>3</u>
		15

Minor in Gerontology

Health and Human Studies Division

The minor in gerontology provides students with a basic understanding of normal biological and psychosocial aspects of the aging process. Additionally, students will become familiar with public policy and services affecting the aged and common deviations from the normal patterns of growth and development in old age.

Total credit hours required for minor: 15

A. REQUIRED COURSES		<i>Credit Hours</i>
Gerontology 101	Introduction to Aging	3
Gerontology/Biology 214	Biology of Aging	3
Gerontology/Sociology 377 or	Social Gerontology: Field Work Seminar	
Psychology 327	Adulthood and Aging	<u>3</u>
		9
B. SIX CREDIT HOURS FROM THE FOLLOWING COURSES		6
Anthropology 415	Cultures, Health, and Healing	
Anthropology 449	Anthropology of Aging	
Biology 112	Human Sexuality	
Biology 208	Pharmacology and Pathophysiology	
Economics 375	Health Economics	
Gerontology 270*	Introduction to Aging Network – Community Placement	
Gerontology 300	Special Topics in Gerontology	

Gerontology 377	Social Gerontology
Gerontology 411	Aging and Mental Health
Gerontology 470	Experiences in Gerontology
History 322	America's Aged through History
Nursing 376	Gerontological Nursing
Psychology 327	Adulthood and Aging
Psychology 374	The Helping Relationship
Psychology 375	Death, Dying, and Bereavement

15

*For the gerontology retention policy, please consult with one's academic adviser.

Major in Government and Politics

Social Sciences and Management Division *(Bachelor of Arts Degree)*

Government and Politics studies the processes, principles, and structure of power and authority. Governmental and legal systems and informal political structures and their relationship to various cultures are examined. Decision-making and the way in which society chooses social goals and allocates its resources are studied. This major is designed to meet the needs of those whose field of interest is government and politics and those who want a career as a social science teacher at the secondary school level or as an elementary school teacher. It is an appropriate major for careers in government service, law, and other positions which require an understanding of governmental policy and procedure.

If one is considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34-55	
(Note: Some major concentration requirements have prerequisites which also can be taken to satisfy core. See your adviser.)		
MAJOR COURSE REQUIREMENTS	30	2,3,4
A. Introduction	9	
(Government and Politics 101, 261, 281)		
B. American Politics	3	
(One course from the following: Government and Politics 212, 215, 221, 251, 332, 333)		
C. Comparative Politics	3	
(One course from the following: Government and Politics 271, 372, 373, 374, 375)		
D. International Politics	3	
(One course from the following: Government and Politics 363, 364, 365, 368)		
E. Law	3	
(One course from the following: Government and Politics 242, 345, 346)		
F. Independent Research	3	
(One course from the following: Government and Politics 400, 435, 464, 490)		
G. Government and Politics Electives	6	

MAJOR RELATED CONCENTRATION	15
(Each major must select one of the following concentrations. In some cases the concentration requires that specific political science courses be taken to satisfy major course requirements. Some of the non-major courses (*) have prerequisites, some of which also may be used to satisfy core requirements.)	
I. <i>Campaign Management</i>	(15)
(Government and Politics 212 and 313 required)	
A. Accounting 105	3
B. One course from each of the following groups	9
1. Computer Science 117, 118, Economics 241*, Mathematics 112, Psychology/Sociology 211 or Sociology 312*	
2. Public Relations 181 or 182	
3. Communication Arts 101, Psychology 237*	
C. Internship**	3
II. <i>International Business Management</i>	(15)
(Government and Politics 368 required)	
Economics 131*	3
Economics 443*	3
Management 459	3
Marketing 211*	3
Marketing 415*	3
III. <i>Public Administration</i>	(15)
(Government and Politics 333 required)	
A. Economics 442*	3
Human Resources Mgt. 271 or Human Resources Mgt. 375* ..	3
Government and Politics 332	3
B. One course from the following	3
Computer Science 117, 118	
Economics 241*	
Mathematics 112	
Psychology/Sociology 211	
Sociology 312*	
C. Internship**	3
IV. <i>Social Sciences</i>	(15)
Courses at 200-level or higher in other Social Sciences (Anthropology, Economics, Geography, History, Psychology, Social Studies, and Sociology), Philosophy, Mathematics 112, and/or Computer Science 117, 118.	

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

**For the Government and Politics retention policy, please consult one's academic adviser.

Minor in Government

Social Sciences and Management Division

The minor in Government is designed to provide a focused and in-depth examination of the institutions and processes of American Government. It will enable students in those majors where knowledge of, and interaction with, government is essential to develop additional competency. It especially is appropriate for majors in accounting, business, construction management, criminal justice, economics, international studies, journalism, and public relations.

Total credit hours required for minor: 18

REQUIRED COURSES		Credit Hours
Government and Politics 101	Introduction to Politics and American Government	3
Government and Politics 212	American Political Parties and Elections	3
Government and Politics 251	Congress and the Legislative Process	3
Government and Politics 332	Public Administration	3
Government and Politics 345	Constitutional Law and the Governmental Process	
or	or	
Government and Politics 346	Civil Liberties	3
Government and Politics 333	American Public Policy	3
		18

Major in Health Studies

Health and Human Studies Division (Bachelor of Science Degree)

The major in health studies is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)		Credit Hours	Year Taken
CORE*		34–55	
MAJOR COURSE REQUIREMENTS			
Social Studies 207*	Social Organization of the U.S. Health Care System	3	1,2
Human Development Gerontology 101*	Survey of the Aging Process		
or			
Biology 214*	Biology of Aging	3	2,3
Health Sciences 245	Human Development Process		
or			
Psychology 223*	Life-Span Developmental Psychology	3	1,2,3
Research methods: One course from the following			
Health Sciences 445	Clinical Research (3)		
Psychology 212*	Introduction to Experimental Methods in Psychology (4)		
Sociology 312*	Social Science Research Methods (3)	3-4	3,4

Health Science 110	Health Studies Seminar	1/2-3	1,2,3
Health Sciences 401	Senior Seminar	3	4
Biology 214*	Biology of Aging (3)	3	3
Chemistry 123*	Introduction to Organic and Biochemistry (4)	4	2
Physics 152*	General Physics II (4)	4	1,2
Health Sciences 207	Clinical Subjects: General Medicine and Pediatrics (3)	3	3
One of the following			
Psychology 237*	Group Dynamics (3)		
Psychology 361*	Abnormal Psychology (3)		
Psychology 366*	Individuals with Disabilities (3)		
Psychology 372*	The Counseling and Interviewing Process (3)		
Psychology 374*	The Helping Relationship (3)	<u>3</u>	3
		32.5-36	

MAJOR RELATED COURSE REQUIREMENTS

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

Statistics			
**Economics 241*	Statistics		
or			
**Mathematics 112*	Basic Statistics		
or			
**Psychology 211*	Statistics in the Behavioral Sciences .	3	1,2,3
Philosophy			
**Philosophy 107*	Ethics		
or			
**Philosophy 108*	Professional Ethics	3	1,2,3,4
**Psychology 101*	Introduction to Psychology	3	1,2
Anthropology 415*	Cultures, Health and Healing	<u>3</u>	3,4
		12	
		17-41.5	

ELECTIVES:

*Liberal Arts

**course also included in core

Major in Health Studies — Human Behavior

Health and Human Studies Division *(Bachelor of Science Degree)*

The major in health studies–human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues from a behavioral perspective in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE*	34–55	

MAJOR COURSE REQUIREMENTS

Social Studies 207*	Social Organization of the U.S. Health Care System	3	1,2
---------------------	---	---	-----

Human Development			
Gerontology 101*	Survey of the Aging Process		
or			
Biology 214*	Biology of Aging	3	2,3
Health Sciences 245	Human Development Process (3) . .		
or			
Psychology 223*	Life-Span Developmental Psychology (3)	3	1,2,3

Research methods: One course from the following			
Health Sciences 445	Clinical Research (3)		
Psychology 212*	Introduction to Experimental Methods in Psychology (4)		
Sociology 312*	Social Science Research Methods (3)	3-4	3,4
Health Sciences 401	Senior Seminar	3	4
Psychology 237*	Group Dynamics	3	2,3
Psychology 256*	Principles of Behavior Change	3	2,3
Psychology 366*	Individuals with Disabilities	3	2,3

Two of the following three courses			
Biology 112*	Human Sexuality (3)		
Psychology 361*	Abnormal Psychology (3)		
Psychology 375*	Death, Dying and Bereavement (3) . .	6	2,3,4

One course from the following two groupings			
Counseling			
Psychology 372*	The Counseling and Interviewing Process (3)		
Psychology 374*	The Helping Relationship (3)	3	3,4
Human Development			
Biology 214*	Biology of Aging (3)		
Psychology 321*	Infancy and Childhood (3)		
Psychology 322*	Adolescence (3)		
Psychology 327*	Adulthood and Aging (3)	<u>3</u>	2,3,4
		36-37	

MAJOR RELATED COURSE REQUIREMENTS

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

Statistics			
**Economics 241*	Statistics		
or			
**Mathematics 112*	Basic Statistics		
or			
**Psychology 211*	Statistics in the Behavioral Sciences .	3	1,2,3
Philosophy			
**Philosophy 107*	Ethics		
or			
**Philosophy 108*	Professional Ethics	3	1,2,3,4
**Psychology 101*	Introduction to Psychology	3	1,2
Anthropology 415*	Cultures, Health and Healing	<u>3</u>	3,4
		12	

13-38

ELECTIVES:

*Liberal Arts

**course also included in core

Major in Health Studies — Management

Social Science and Management Division *(Bachelor of Science Degree)*

The major in health studies-human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care/business-related field upon graduation, and students interested in exploring business-related health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE*	34-55	

MAJOR COURSE REQUIREMENTS

Social Studies 207*	Social Organization of the U.S. Health Care System	3	1,2
Human Development			
Gerontology 101*	Survey of the Aging Process		
or			
Biology 214*	Biology of Aging	3	2,3
Health Sciences 245	Human Development Process (3) ...		
or			
Psychology 223*	Life-Span Developmental Psychology (3)	3	1,2,3
Research methods: One course from the following			
Health Sciences 445	Clinical Research (3)		
Psychology 212*	Introduction to Experimental Methods in Psychology (4)		
Sociology 312*	Social Science Research Methods (3)	3-4	3,4
Health Sciences 401	Senior Seminar	3	4
Accounting 105	Financial Accounting	3	2,3,4
Economics 131*	Principles of Microeconomics	3	1,2,3
Economics 375*	Health Economics	3	3,4
Finance 251	Corporation Finance	3	3,4
Management 222	Communications in Business	3	3,4
Management 125	Principles of Management	3	3,4
Two of the following three courses			
Human Resources			
Management 271	Human Resource Management (3)		
Marketing 211	Principles of Marketing (3)		
Management 272	Operations Management (3)	<u>6</u>	3,4
		36-37	

MAJOR RELATED COURSE REQUIREMENTS

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

Statistics			
**Economics 241*	Statistics		
or			
**Mathematics 112*	Basic Statistics		
or			
**Psychology 211*	Statistics in the Behavioral Sciences .	3	1,2,3
Philosophy			
**Philosophy 107*	Ethics		
or			
**Philosophy 108*	Professional Ethics	3	1,2,3,4

**Psychology 101*	Introduction to Psychology	3	1,2
Anthropology 415*	Cultures, Health and Healing	3	3,4
		12	
		16-38	

ELECTIVES:

- *Liberal Arts
- **course also included in core

Major in Health Studies/Physical Therapy

Health and Human Studies Division
(Bachelor of Science/Master of Science Degree)

The major in health studies/physical therapy is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health-care field upon graduation, and students interested in exploring health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

The major in health studies/physical therapy is a combined bachelor of science/master of science degree program. The program is designed to afford students the opportunity to combine a liberal arts education with their professional curriculum, thus enabling entry-level physical therapists greater sensitivity in treating, collaborating with, and communicating effectively with members of a diverse population.

The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Learning methods are based on adult learning with particular emphasis on independent and problem-based learning.

The overall goal is to challenge the student's capacity to acquire new knowledge. The responsibility for learning lies with the student. The program is designed to guide, stimulate, and challenge students with the emphasis on producing professionals with sound reasoning skills for clinical practice.

The major in health studies/physical therapy requires 12 semesters of full-time study for completion. The pre-professional program includes preparation in liberal studies. The professional program is divided into six units extending over six semesters (15 weeks) of full-time study.

Total credit hours required for degree: 185

		Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)		34-55	
CORE*			
MAJOR COURSE REQUIREMENTS			
Physical Therapy 401/501	Introduction to Problem-Based Learning	2	4
Physical Therapy 415/511	Case Based Discussion I: Musculoskeletal	5	4
Physical Therapy 412/512	Clinical Laboratory I: Musculoskeletal	5	4
Physical Therapy 413/513	Critical Inquiry Seminar I: Musculoskeletal	3	4
Physical Therapy 414/514	Clinical Education I: Musculoskeletal	1	4
Physical Therapy 421/521	Case Based Discussion II: Neurological	3	4
Physical Therapy 422/522	Clinical Laboratory II: Neurological .	3	4
Physical Therapy 423/523	Critical Inquiry Seminar II: Neurological	3	4
Physical Therapy 424/524	Clinical Education II: Neurological .	3	4

Physical Therapy 531	Case Based Discussion III: Musculoskeletal	3	4
Physical Therapy 532	Clinical Laboratory III: Musculoskeletal	3	4
Physical Therapy 533	Critical Inquiry Seminar III: Musculoskeletal	3	4
Physical Therapy 534	Clinical Education III: Musculoskeletal	3	4
Physical Therapy 611	Case Based Discussion IV: Cardiopulmonary	3	5
Physical Therapy 612	Clinical Laboratory IV: Cardiopulmonary	3	5
Physical Therapy 613	Critical Inquiry Seminar IV: Cardiopulmonary	2	5
Physical Therapy 614	Clinical Education IV: Cardiopulmonary	3	5
Physical Therapy 621	Case Based Discussion V: Neurological	3	5
Physical Therapy 622	Clinical Laboratory V: Neurological	3	5
Physical Therapy 623	Critical Inquiry Seminar V: Neurological	2	5
Physical Therapy 624	Clinical Education V: Neurological	3	5
Physical Therapy 631	Case Based Discussion VI: Administration	3	5
Physical Therapy 632	Clinical Laboratory VI: Administration	3	5
Physical Therapy 633	Critical Inquiry Seminar VI: Administration	2	5
Physical Therapy 634	Clinical Education VI: Administration	3	5
Physical Therapy 635	Research Project	<u>6</u>	5
		79	

MAJOR RELATED COURSE REQUIREMENTS (69 hours)

		Credit Hour	Year Taken
*Biology 101,102	Human Anatomy and Physiology I, II .	8	1-3
Biology 208	Pharmacology and Pathophysiology .	3	1-3
*Chemistry 121	General Chemistry I	4	1-3
*Chemistry 123	Introduction to Organic and Biochemistry	4	1-3
Gerontology 214	Biology of Aging	3	1-3
Health Science 110	Health Studies Seminar	3	1-3
	(May be repeated 6 times for credit)		
Health Science 245	Human Development Process	3	1-3
Health Science 445	Clinical Research	3	1-3
*Mathematics 112/			
Psychology 211/Sociology 211	Statistics	3	1-3
*Philosophy 108	Professional Ethics	3	1-3
Physics 151,152	General Physics I, II	8	1-3
*Psychology 101	Introduction to Psychology	3	1-3
Psychology 237	Group Dynamics	3	1-3
Psychology 372	The Interviewing and Counseling Process	3	1-3
or			
Psychology 374	The Helping Relationship	3	1-3

Social Studies 207	Social Organization of the U.S. Health Care System	3	1,2
Electives	300-400 level	12	1-3
HLS Electives	200 level	3	1-3
		<u>72</u>	

*May be used to satisfy core

#Students receive a recommended Program of Studies. A custom Program of Studies may be developed to meet the needs of the individual.

**Students are required to complete a total of 100 hours of observation in at least two physical therapy settings between year 1-3 (prior to professional phase of program). Documentation for observation will be required by a licensed physical therapist.

Major in History

Social Sciences and Management Division
(Bachelor of Arts Degree)

The major in history offers one of the broadest and most flexible liberal arts fields at the College. It is intended for those who seek an understanding of the human condition through its historical development, and it has special relevance to those wishing to prepare themselves for fields such as secondary school social science teaching, elementary school teaching, government service of all varieties, graduate study of history, and other careers requiring a liberal arts preparation. It also is an excellent undergraduate background for those contemplating professional training in law, library science, and similar fields.

If one is considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the special program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours
CORE	34–55

MAJOR COURSE REQUIREMENTS

History 105	World History I	3
History 106	World History II	3
History 205	America in the Twentieth Century ...	3
History 455	Historical Methods	3
History 456	Guided Historical Research	3
200-, 300-, 400- level history courses		18

- At least 6 hours must be taken in history courses in each of the following areas:
1. U.S. History 204, 205, 308, 311, 312, 315, 322, 345, selected topics
 2. European History 266, 367, 375, 376, 381, 385, 386, selected topics
 3. Non-Western History 202, 343, 344, selected topics

33

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

Minor in History

Social Sciences and Management Division

The history minor is intended particularly to provide students with an opportunity to add the perspective of a traditional liberal arts discipline, one which offers exposure to both Western and non-Western societies. Although open to all, it should prove especially relevant for students in pre-law, criminal justice, public relations and/or journalism, education, and the helping professions.

Total credit hours required for minor: 18

REQUIRED COURSES		Credit Hours
History 105	World History I	3
History 106	World History II	3
HISTORY ELECTIVES		
History 200-, 300-, or 400-level courses		<u>12</u>
		18

Major in International Studies

Social Sciences and Management Division (Bachelor of Arts Degree)

The major in international studies is designed to provide a cross-disciplinary background for those interested in careers concerned with parts of the world beyond the borders of their own country. Societies and traditions other than our own are worthy of our attention in their own right because of the quality and richness of human experience that they represent. Moreover, in the present and future eras of instant communication, rapid air transportation, and increasing internationalism in all areas of life, knowledge and training in international studies is important to anyone seeking a leadership position in the modern world. The major in international studies gives students a broad education which offers them career opportunities in international business and education, foreign service, international civil service, education, and many other fields.

If one is considering elementary school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34-55	

MAJOR COURSE REQUIREMENTS

(Some of the following courses have prerequisites, which also may be taken to satisfy core requirements. Consult with one's faculty adviser.)

A. REQUIRED COURSES		Credit Hours	
1. <i>The International Setting</i>			
History 106	World History II	3	1
or	or		
International Studies 101*	World Regional Geography		
International Studies 487	Senior Seminar in International Studies	3	4
2. <i>International Political Relations</i>			
Government and Politics 261	International Relations	3	1,2
One of the following courses:			
Government and Politics 363	International Organizations		2,3
Government and Politics 364	International Law		2,3
Government and Politics 365	American Foreign Policy		2,3,4
History 308	The United States in the World ..	3	2,3,4

3. *Comparative Political Systems*

One of the following courses:

Government and Politics 271	European Politics	3	2
Government and Politics 372	Russian Politics		2,3,4
Government and Politics 373	African Politics		2,3,4
Government and Politics 374	Latin American Politics		2,3,4
Government and Politics 375	Political Change in Developing Nations	3	

4. *International Economic Relations*

Economics 443	International Trade	3	2,3,4
Government and Politics 368	International Political Economy . .	3	2,3,4

B. LANGUAGE*

Students must demonstrate an oral facility in one modern foreign language at the intermediate (202) level by successfully passing courses or by examination

0–12 1,2
24–36

C. MAJOR-RELATED CONCENTRATION

3,4

Each student will select at least one of the following concentrations:

1. *International Business Management*

Accounting 105	Financial Accounting	3	3,4
Management 125	Principles of Management	3	3,4
Management 459	International Business Management .	3	3,4
Marketing 211	Principles of Marketing	3	3,4
Marketing 415	International Marketing	3	3,4
		15	

2. *Area Studies* (Choose Western or non-Western Studies)*Western Studies*

Choose any five of the following courses:

French 247	French Civilization and Culture	3	2,3,4
History 266	Modern Europe	3	2,3,4
History 367	Central Europe	3	2,3,4
History 376	British History: 1688 to the Present . .	3	2,3,4
History 381	Germany in the Nazi Era	3	2,3,4
History 385	Russian History	3	2,3,4
History 386	Soviet History	3	2,3,4
International Studies 235	Russian Civilization and Culture	3	2,3,4
Government and Politics 271	European Politics	3	2,3,4
Government and Politics 372	Russian Politics	3	2,3,4
Spanish 247	Spanish Civilization and Culture	3	2,3,4
		15	

Non-Western Studies

Choose any five of the following courses:

Anthropology 254	Peoples and Cultures of Sub-Saharan Africa	3	2,3,4
History 202	Introduction to East Asian History . .	3	2,3,4
History 343	Modern Japan	3	2,3,4
History 344	Modern China	3	2,3,4
International Studies 225	Chinese Civilization and Culture	3	2,3,4
International Studies 247	Japanese Civilization and Culture . . .	3	2,3,4
Government and Politics 373	African Politics	3	2,3,4
Government and Politics 374	Latin American Politics	3	2,3,4
Government and Politics 375	Political Change in Developing Nations	3	2,3,4
		15	

3. Language

A concentration in languages requires 15 credits of coursework above the intermediate (202) level in a modern foreign language. Some languages may require study abroad. Check with your adviser and with the Director of International Programs about this option 15 1,2,3,4

4. World Literature and Civilization

Choose any five courses:

English 245	Major Figures in English Literature . .	3	2,3,4
English 246	Major Figures in English Literature . .	3	2,3,4
English 357	Modern British Literature	3	2,3,4
All-College 377	London Learning Experience	3	2,3,4
French 247	French Civilization and Culture	3	2,3,4
International Studies 225	Chinese Culture and Civilization . . .	3	2,3,4
International Studies 235	Russian Culture and Civilization . . .	3	2,3,4
International Studies 247	Japanese Civilization and Culture . .	3	2,3,4
Spanish 247	Spanish Civilization and Culture . . .	3	2,3,4
World Literature 205*	Masterpieces of World Literature: Through the Renaissance	3	2,3,4
World Literature 206*	Masterpieces of World Literature: Since the Renaissance	3	2,3,4
World Literature 358	World Literature in English	3	2,3,4
		15	

STUDY ABROAD AND INTERNSHIPS ARE HIGHLY RECOMMENDED FOR ALL INTERNATIONAL STUDIES MAJORS AND SHOULD BE DISCUSSED WITH THE STUDENT'S ADVISER AND THE DIRECTOR OF INTERNATIONAL PROGRAMS AS EARLY AS POSSIBLE.

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

*May be used to meet core requirement.

Major in Journalism Studies

Social Sciences and Management Division (Bachelor of Science Degree)

The journalism studies program recognizes the need for contemporary journalists to have strong professional skills along with a solid background in the liberal arts and sciences. The major provides the core of courses essential for today's print and broadcast newswriter, as well as a wide selection of courses that address the changing needs and issues within the field of journalism.

Total credit hours required for degree: 120

		Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)			
CORE		34–55	
MAJOR COURSE REQUIREMENTS			
Journalism Studies 181	Introduction to Mass Communication	3	1
Journalism Studies 261	Newswriting	3	1,2
Journalism Studies 262	Reporting	3	2
Journalism Studies 264	Editing	3	3,4
Journalism Studies 362	Reporting of Public Affairs	3	3,4
Journalism Studies 450	Field Work in Journalism	3	3,4
Journalism Studies 467	Communications Law	3	3,4
		21	

MAJOR ELECTIVES

Select two courses from the following:

Journalism Studies 363	Magazine Article Writing	3,4
Journalism Studies 365	Publication Design and Desktop Publishing	3,4
Journalism Studies 371	Advanced Reporting Techniques	3,4
Journalism Studies 372	Essentials of News Photography	2,3,4
Journalism Studies 374	Sportswriting	3,4
Journalism Studies 381	Censorship	2,3,4
Journalism Studies 400	Topics in Journalism Studies	2,3,4
Journalism Studies 401	Media Ethics in Contemporary Society	3,4
Journalism Studies 462	Computer-Assisted Reporting	3 4
		6

In addition, it is required that journalism studies majors complete at least 15 hours of a concentration or minor in a major-related area of study outside of journalism. Students may select a minor from the current catalog, one of the concentrations outlined below, or may work with an adviser to design a concentration in another area. Transfer students should consult their advisers to determine if a concentration may be fulfilled with transfer credits. Core courses may be used to fill concentration requirements.

CONCENTRATION IN BROADCASTING

Communications Arts 103	Introduction to Public Speaking
Communication Arts 261	Broadcasting and the Public Interest
Communication Arts 365	Writing and Announcing for Radio/Television
Communication Arts 368	Broadcast Journalism
Communication Arts 375	Introduction to Radio Production

CONCENTRATION IN GOVERNMENT

Government and Politics 101	Introduction to Politics and American Government
Government and Politics 212	American Political Parties and Elections
Government and Politics 251	Congress and the Legislative Process
Government and Politics 332	Public Administration
One from Government and Politics 242, 345, or 346	

CONCENTRATION IN INTERNATIONAL STUDIES

International Studies 101	World Regional Geography
or	or
History 106	World History II
Government and Politics 261	International Relations
Choose one from the following:	
Government and Politics 364	International Law
Government and Politics 365	American Foreign Policy
History 308	The United States in the World
Choose one from the following:	
Government and Politics 271	European Politics
Government and Politics 375	Political Change in Developing Nations
Government and Politics 372	Russian Politics
History 346	Political History of Japan and China
Six credits of foreign language beyond the 102 level	

15-18 1,2,3,4

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

*For the journalism studies retention policy, please consult with one's academic adviser.

Law

(See pages 29–31 for preparation for graduate and professional training and joint study options.)

Liberal Arts-Engineering

(See Physics on page 175)

Major in Liberal Studies

Arts and Sciences Division (*Bachelor of Science Degree*)

The major in liberal studies is designed as a general liberal arts degree. It was developed for students with experience or training as professionals or para-professionals in areas such as corrections, counseling, health sciences, and teaching. It is also of value to persons with other backgrounds. The major provides students with a broad liberal arts context; it does not provide a professional credential.

Total credit hours required for degree: 120

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS	36
---------------------------------	----

Four courses (at least twelve credit hours) must be selected from each of these three groups:

Group 1: Society and Behavior

Any 300/400-level courses from at least two of the following areas: Anthropology, Economics, History, International Studies, Government and Politics, Psychology, and Sociology.

Group 2: Art and Language

Any 300/400-level courses from at least two of the following areas: Communication Arts, English, Film Studies, Fine Arts, Foreign Languages, Music, Philosophy, Theatre, and World Literature.

Group 3: Science and Mathematics

Any courses not already used for core from at least two of the following areas: Biology, Chemistry, Geology, History and Philosophy of Science and Technology, Mathematics, and Physics.

In special circumstances, other subject areas appropriate for the three groups may be approved by the associate dean.

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

Minor in Literature

Arts and Sciences Division

The minor in literature allows the student to become acquainted with the greatest writers of all ages. The masterpieces offered here provide aesthetic, cultural, philosophical, and psychological enrichment. Beyond the personal value this minor could have for any student, it is recommended especially to students with professional goals, such as the study of law or medicine; to majors in career areas requiring knowledge of people and culture, such as journalism, management, social work, and health-related programs; and to majors in related areas of the liberal arts, such as history, government and politics,

psychology, and philosophy. Students should consult their major advisers about the appropriateness of this minor for their majors. This minor is not open to English majors.

Total credit hours required for minor: 21

		Credit Hours
A. REQUIREMENTS		
1. Three of the following courses:		
English 195	American Literature and Culture	3
English 245	Major Figures in English Literature: Through the 18th Century	3
English 246	Major Figures in English Literature: Since the 18th Century	3
World Literature 205	Masterpieces of World Literature: Through the Renaissance	3
World Literature 206	Masterpieces of World Literature: Since the Renaissance	3
		<u>3</u>
		9
2. English 367		
	Shakespearean Drama	3
B. ELECTIVES		
One 300/400-level course in each of the following areas*:		
American literature		3
British literature		3
World literature		3
		<u>3</u>
		9

*Genre courses (e.g., English 372) will count toward the area their syllabi most reflect.

Major in Management

Social Sciences and Management Division *(Bachelor of Science Degree)*

(Concentration in Business Management, Computer Science, Finance Management, Human Resources Management, International Business Management, Management of Technology, or Marketing Management)

The purpose of the major is to prepare graduates for competent and responsible participation in business and society. To acquire this, management majors take a core of general education courses required of all students; a set of required courses in management and economics; a concentration in one of seven areas, and 8-17 credit hours of non-management electives. The management electives required for each major can be satisfied with any courses offered by the Management Department. The management core of required courses helps develop an understanding of business principles and structure.

If one is considering secondary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

		Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)			
CORE		34–55	
MAJOR COURSE REQUIREMENTS			
(Some of the following may be used to satisfy core requirements.)			
Accounting 101, 102	Elementary Accounting Principles I, II .	6	1,2
Business Law 226	Law of Contracts and Sales	3	2
Economics 131	Principles of Microeconomics	3	1
Economics 141	Principles of Macroeconomics	3	1
Economics 241	Statistics	3	2,3
Economics Electives*	300- or 400-level	6	3,4
Finance 251	Corporation Finance	3	2

Human Resources Management 271	Human Resources Management	3	2,3
Management 125	Principles of Management	3	1
Management 222	Communications in Business	3	2
Management 272	Operations Management	3	2,3
Management 428	Strategic Management	3	4
Management 470	Internship	3	4
or			
Management Elective	300- or 400-level		
Marketing 211	Principles of Marketing	<u>3</u>	2
		48	

MAJOR RELATED COURSE REQUIREMENTS

Mathematics 143 & 144	Mathematical Analysis for Business and Economics I & II		
or	or		
Mathematics 161	Calculus	<u>3 or 6</u>	1,2
		3 or 6	

CONCENTRATION: Day students should select one sequence or concentration from among Computer Science, Finance Management, Human Resources Management, International Business Management, Management, Management of Technology, or Marketing Management. The only sequence or concentration available to Continuing Education students is Management.

<i>Computer Science</i>		<i>Finance Management</i>	
Computer Science 101	3	Accounting 201	4
Computer Science 102	3	Economics 442	3
Computer Science 103	3	Finance 343	3
Computer Science 212	3	Finance 351	3
Computer Science 231	3	Finance 352	<u>3</u>
Computer Science 300			16
or 400 elective	<u>3</u>		
	18		

<i>Human Resources Management</i>		<i>International Business Management**</i>	
Human Resources Management 400	3	Economics 443	3
Management Elective	3	International Studies Elective	3
Choose three of the following courses:	9	Management 459	3
Economics 344		Marketing 415	3
Human Resources Management 371		Government and Politics 368	<u>3</u>
Human Resources Management 375			15
Psychology 372			
	<u>15</u>		

<i>Management of Technology</i>		<i>Marketing Management</i>	
Management 422	3	Marketing 481	3
Management Elective	3	Management Elective	3
Choose three of the following courses:	9	Choose any three Marketing courses:	<u>9</u>
Computer Science 217			15
Management 322			
Management 325			
Management 401			
	<u>15</u>		

Management
15 Hours of Management Electives.
Must have 9 hours of courses at the 300-400-level.

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.

*Must be courses other than those used in concentration.
**Students also must have completed six hours or the equivalent in a foreign language.

Minor in Management

Social Sciences and Management Division

The minor in management is designed to provide an additional area of competency for students majoring in other areas. Career opportunities for the student who selects this minor may be much enhanced.

Total credit hours required for minor: 21	
	<i>Credit Hours</i>
Accounting 105	3
Economics 131	3
Management 125	3
Management Electives at the 300-400-level	3

Choose three of the following courses:	9
Business Law 226	
Finance 251	
Human Resources Management 271	
Management 272	
Marketing 211	
	21

Major in Mathematics

Arts and Sciences Division (Bachelor of Arts Degree)

The mathematics curriculum is designed to meet the needs of those who have one of the following objectives: (1) to prepare for careers as applied mathematicians in industrial or governmental laboratories, and in various fields which rely mainly on mathematics such as electronic computing machines, actuarial work, statistical analysis, etc.; (2) to teach mathematics in secondary and elementary schools; (3) to do graduate work in mathematics; and (4) to contribute to their liberal education by learning the basic ideas and fundamental methods of mathematics, thus developing a critical, logical attitude.

The information requirements of contemporary large corporations require that upwardly mobile managers have a knowledge of sophisticated means of manipulating and understanding data. Mathematics, statistics, and computer science provide the tools necessary to accomplish these tasks.

Pure and applied mathematicians should always be in demand, and therefore this field offers an attractive future to those who have the necessary aptitude for mathematics and science.

If one is considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120	
	<i>Credit Year Hours Taken</i>
ACADEMIC REQUIREMENTS (see page 16)	
CORE	34-55

MAJOR COURSE REQUIREMENTS

Mathematics 161, 162, 261, 262	Calculus I, II, III, IV	12	1,2
Mathematics 285	Fund. Structures of Mathematics	3	2
Mathematics 317	Ordinary Differential Equations	3	2,3
Mathematics 321	Probability and Statistics	3	3,4
Mathematics 331	Linear Algebra	3	2,3
Mathematics 334	Introduction to Abstract Algebra	3	2,3
Mathematics 401	Real Analysis I	3	3,4
Mathematics 402	Real Analysis II	3	3,4
Mathematics 484	Complex Variables	3	3,4
Advanced Mathematics electives (Chosen from Mathematics 303, 322, 341, 351, 364, 400, 486, 487)		<u>6</u>	3,4
		42	

MAJOR RELATED COURSE REQUIREMENTS

Physics 261, 262	Physics I, II	8	1,2
Computer Science 101	Computer Science I	3	1,2
One of the following:		3	
Physics 263	Physics III		2,3
Mathematics 313	Teaching Basic Mathematics: Methods		3,4
Computer Science 322	Data Structures and Algorithms		2,3
Management 401	Management Science		3,4
		<u>14</u>	

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

Minor in Mathematics

Arts and Sciences Division

A minor in mathematics may be used by students who wish to study mathematics to develop their ability to reason logically and to assist them in forming habits of precise expression. Because mathematics is becoming the underlying language of a more technological society, courses in this minor also will help provide the tools to solve significant problems in many academic areas.

Total credit hours required for minor: 21

		<i>Credit Hours</i>
Mathematics 161, 162, 261	Calculus I, II, III	9
Mathematics 285	Fund. Structures of Mathematics	3
Mathematics 331	Linear Algebra	3
One course from Mathematics 317, 321, 334, 341		3
One additional Mathematics course chosen from 300- or 400-level		<u>3</u>
		21

Medicine

(See pages 29–31 for preparation for graduate and professional training and joint study options.)

Minor in Music
Arts and Sciences Division

This music minor is designed to give the student an introduction to musical studies. It is not intended to provide an adequate base for employment in music.

Total credit hours required for minor: 18 or 19

REQUIRED COURSES		Credit Hours	Year Taken
Music 150	Applied Music	4	1,2,3,4
Music 225, 226	History of Music	6	2,3
Music 230	Music Composition and Theory	6	2,3
One of the following possibilities:			
Music 110 and/or	Choir		
Music 120	Band	2	1,2,3,4
Music 330	Advanced Music Composition and Theory	3	3,4
		18 or 19	

Major in Nursing
Health and Human Studies Division (Bachelor of Science Degree)

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.

The nursing program is designed to provide students with a liberal education as well as a professional foundation integrating nursing theory with skills required for nursing practice. Graduates of the program have opportunities in a variety of settings including acute care, community agencies, home care, and schools.

Clinical experiences for students begin in the second semester of the sophomore year and continue throughout each remaining semester of the program. 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 National League for Nursing, is a member of the League's Council of Baccalaureate and Higher Degree Programs, and is approved by the New York State Department of Education. Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

The nursing program offers the R.N. an opportunity to continue her or his education toward a baccalaureate degree in nursing. Learning experiences are designed to meet the educational, career, and personal needs of each student. New areas of knowledge build upon the student's educational and clinical experience.

Total hours required for degree: 128

SPECIAL REQUIREMENT

The student in nursing is required to achieve a minimum of "C" in each major and major-related course.

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34-55	

MAJOR COURSE REQUIREMENTS

Nursing 101	Introduction to Professional Nursing .	1	1
-------------	--	---	---

Nursing 201	Health Assessment and the Nursing Process	3	2
Nursing 206	Fundamentals of Nursing Practice . . . (RNs should take 351 instead)	3	2
Nursing 206C*	Fundamentals of Nursing Practice—Clinical	1	2
Nursing 311C*	Professional Nursing Practicum (LPNs and RNs only)	1-2	2,3
Nursing 334	Nursing Care of the Adult I	4	3
Nursing 334C*	Nursing Care of the Adult I—Clinical	2	3
Nursing 336	Nursing Care of the Chronically Ill Client	3	3
Nursing 336C*	Nursing Care of the Chronically Ill Client—Clinical	1	3
Nursing 372	Childbearing Family Nursing	3	3
Nursing 372C*	Childbearing Family Nursing—Clinical	2	3
Nursing 375	Psychiatric/Mental Health Nursing	3	3
Nursing 375C	Psychiatric/Mental Health Nursing—Clinical	1	3
Nursing 435	Nursing Care of the Adult II	3	4
Nursing 435C*	Nursing Care of the Adult II—Clinical	2	4
Nursing 447	Childrearing Family Nursing	3	4
Nursing 447C	Childrearing Family Nursing—Clinical Trends and Issues in	2	4
Nursing 472	Professional Nursing	2	4
Nursing 474	Community Health Nursing	3	4
Nursing 474C*	Community Health Nursing—Clinical	1	4
Nursing 475	Nursing Management in the Community	3	4
Nursing 475C*	Nursing Management in the Community—Clinical Practicum	2	4
Nursing 478	Critical Care Nursing	3	4
Nursing 478C*	Critical Care Nursing—Clinical	<u>2</u>	4
		53	

MAJOR RELATED REQUIREMENTS

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

Anthropology 415	Cultures, Health, and Healing	3	2,3
Biology 101, 102	Human Anatomy and Physiology I, II	8	1
Biology 203	Microbiology	4	2
Biology 205	Human Nutrition	3	2
Biology 208	Pharmacology and Pathophysiology	3	2
Chemistry 121	General Chemistry I	4	1,2
Health Sciences 245	Human Development Process		
or	or		
Psychology 223	Life-Span Developmental Psychology	3	1,2
Health Sciences 445	Clinical Research	3	4
Philosophy 107	Ethics		
or	or		
Philosophy 108	Professional Ethics	3	2,3
Psychology 101	Introduction to Psychology	3	1,2
Sociology 151	Human Society	3	1,2
Mathematics 112	Basic Statistics	3	2,3
or	or		
Psychology/Sociology 211	Statistics in the Behavioral Sciences	<u>3</u>	2,3

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

*For the nursing retention policy, please consult with one's academic adviser and the Department of Nursing Student Handbook.

Major in Occupational Therapy

Health and Human Studies Division *(Bachelor of Science Degree)*

Occupational therapists are skilled members of the professional team of health care workers who help people with physical and mental handicaps.

Career opportunities for occupational therapists are open in health care facilities, schools, and community settings.

Students enrolled in the occupational therapy program must meet pre-professional, as well as academic requirements. They must demonstrate the ability to perform competently in a professional setting. Thus, interpersonal skills, ability to communicate effectively, and resourcefulness in problem-solving are among the competencies that will be evaluated on an ongoing basis throughout the four years. Recommendation by health sciences faculty is required before a student will be accepted for field work (Levels I and II) at a clinical facility.

The demands placed upon occupational therapy students in the academic and practical portions of the program and later in professional settings make good physical and mental health essential. Institutions in which field work assignments are made require a certificate of good health, health insurance, and liability insurance before permitting students to work with patients/clients. It is therefore required that all occupational therapy students purchase malpractice insurance and undergo a complete physical examination immediately prior to going to field work assignments. Prior to each field assignment (Levels I and II), a physician's statement is sent to the clinical center.

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education; American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD, 20814 (301-652-2682). Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Participation in this program requires full-time study. Level II field experience must be successfully completed within 24 months of completion of classroom work.

Total credit hours required for degree: 128

SPECIAL REQUIREMENT

Students in occupational therapy are required to achieve a minimum of "C" in each major course and in the major-related courses in biological, behavioral, and health sciences in order to continue in sequential courses and to meet the graduation requirements of the program.

ACADEMIC REQUIREMENTS (see page 16)

	<i>Credit Hours</i>	<i>Year Taken</i>
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Occupational Therapy 101	Survey of Occupational Therapy	1	1
Occupational Therapy 272	Theory and Foundations of Occupational Therapy	2	2

Occupational Therapy 281	Kinesiology	3	2
Occupational Therapy 321	Preparation for Fieldwork Level IA . . .	0	
Occupational Therapy 324	Physiological and Sensorimotor Assessment	2	3
Occupational Therapy 325	Physiological and Sensorimotor Intervention	4	3
Occupational Therapy 331	Preparation for Fieldwork Level IB . . .	0	
Occupational Therapy 335	Activity Analysis and Skills	3	3
Occupational Therapy 341	Psychosocial and Cognitive Assessment	3	3
Occupational Therapy 342	Psychosocial and Cognitive Intervention	3	3
Occupational Therapy 375	Environmental Assessment and Intervention	2	3
Occupational Therapy 421	Preparation for Fieldwork Level II . . .	0	
Occupational Therapy 422	Fieldwork Level I	1	4
Occupational Therapy 435	Special Populations: Children and Adolescents	3	4
Occupational Therapy 436	Special Populations: Workers and the Elderly	2	4
Occupational Therapy 448	Organization, Administration, and Supervision	3	4
Occupational Therapy 454	Fieldwork Level IIA	4	4
Occupational Therapy 455	Fieldwork Level IIB	4	4
		<u>40</u>	

MAJOR RELATED COURSE REQUIREMENTS

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

Health Sciences 207	Clinical Subjects: General Medicine and Pediatrics	3	2
Health Sciences 245	Human Development Process	3	1
Health Sciences 298	Clinical Subjects: Orthopedics and Neurology	3	2
Health Sciences 445	Clinical Research	3	4
Biology 101, 102	Human Anatomy and Physiology I & II	8	1
Biology 201	Gross Anatomy	4	2
Biology 202	Neuroanatomy and Neurophysiology .	4	2
Physics 151	General Physics I	4	1
Psychology 101	Introduction to Psychology	3	1
Psychology 211	Statistics in the Behavioral Sciences .	3	2
Psychology 361	Abnormal Psychology	3	2
Sociology 151	Human Society	3	1
Philosophy 107*	Ethics		
or	or		
Philosophy 108*	Professional Ethics	3	4

*Some students may be granted permission to substitute Occupational Therapy 491-Seminar: Issues and Ethics in Practice (1).

47

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

Note: For the occupational therapy retention policy, please consult one's academic adviser and the Department of Occupational Therapy Student Handbook.

Major in Occupational Therapy Weekend Program

Health and Human Studies Division (Bachelor of Science Degree)

This program is conducted entirely through weekend classes and independent study. To be eligible, prospective students must have an associate's degree in occupational therapy from an accredited school, must be certified by the National Board for Certification in Occupational Therapy, and must have been employed as a Certified Occupational Therapy Assistant for at least one year. It is expected that students will maintain their employment, at least on a part-time basis, while enrolled in this program, as assignments will often require some access to the clinical setting.

Applicants for this program are screened and admitted to the program independent of the admission process for the regular day program; acceptance into this program does not translate into acceptance into the other, and vice versa. In addition to the requirements stated above, applicants must have completed 46 credit hours in the liberal arts and must have satisfied the core requirement of the College as well as other specific prerequisite courses prior to enrollment in the program. Prospective students should consult with an adviser to determine the specific nature of prerequisites based on their individual transcripts.

The occupational therapy weekend program is accredited by the Accreditation Council for Occupational Therapy Education; American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD, 20814 (301-652-2682). Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Level II field experience must be successfully completed within 24 months of completion of classroom work.

Total credit hours required for degree: 128

SPECIAL REQUIREMENT

Students in this program are required to achieve a minimum of "C" in each major and major-related course in order to continue in the program. Prerequisite courses: Biology 101, 102; English 101; Physics 151 with lab; Psychology 101, 361; Sociology 151.

ACADEMIC REQUIREMENTS (see page 16 and academic adviser)	Credit Hours	Term Taken
English 102	3	1

MAJOR COURSE REQUIREMENTS

Occupational Therapy 281	Kinesiology	3	2
Occupational Therapy 292	Medical Problems and Implications . .	3	2
Occupational Therapy 301	Theory in Practice of Occupational Therapy I	2	1
Occupational Therapy 302	Theory in Practice of Occupational Therapy II	2	2
Occupational Therapy 351	Sensormotor Determinants and Assessment	4	3
Occupational Therapy 352	Psychosocial Determinants and Assessment	2	3
Occupational Therapy 353	Sociocultural Determinants and Assessment	2	3
Occupational Therapy 354	Cognitive Determinants and Assessment	2	3
Occupational Therapy 355	Physiological Determinants and Assessment	1	4
Occupational Therapy 415	Restorative Intervention	6	4
Occupational Therapy 416	Psychosocial Intervention	3	4
Occupational Therapy 417	Environmental Determinants/Adaptive Intervention	2	4

Occupational Therapy 438	Special Project: Case Study Research	1	5
Occupational Therapy 448	Organization and Administration	3	5
Occupational Therapy 461	Synthesis: Practice with Children	2	5
Occupational Therapy 462	Synthesis: Practice with the Elderly . .	1	5
Occupational Therapy 463	Synthesis: Practice in Mental Retardation	1	5
Occupational Therapy 464	Synthesis: Practice with Workers	1	5
Occupational Therapy 465	Synthesis: Practice in the Community	1	5
Occupational Therapy 466	Synthesis: Practice in the Schools . . .	1	5
Occupational Therapy 491	Seminar: Issues and Ethics in Practice	1	5
Occupational Therapy 498	Clinical Affiliation	6	6
		50	
MAJOR RELATED COURSE REQUIREMENTS			
Biology 201	Gross Anatomy	4	1
Biology 202	Neuroanatomy and Neurophysiology .	4	2
Psychology 211	Statistics in the Behavioral Sciences .	3	1
		11	

Major in Philosophy

Health and Human Studies Division *(Bachelor of Arts Degree)*

The study of philosophy has been fundamental to the education of people in all great civilizations. The major offers a thorough grounding in philosophy together with intensive training in philosophic analysis. It entails an examination of the nature and historical development of our fundamental ideas concerning the universe and our relation to it. Systematically studying major theories of ethics, metaphysics, knowledge, and logic trains students to develop their own ideas and to understand and defend their beliefs. The abilities to think logically and systematically and to evaluate the competing claims of different value systems and alternative world views are fundamental tools of the educated, rational person.

If one is considering elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Students must complete components A through D.

A.	Philosophy 101	Critical Thinking	3	1
	Philosophy 105	History of Ancient Philosophy	3	2,3,4
	Philosophy 106	History of Modern Philosophy	3	2,3,4
	Philosophy 315	Theories of Knowledge	3	2,3,4
	Philosophy 345	Political Ethics	3	3,4
	Philosophy 490	Readings in Philosophy	3	4
B.	One of the following:		3	
	Philosophy 103	Problems in Philosophy		1,2
	Philosophy 104	Philosophy of Religion		1,2
C.	One of the following:		3	
	Philosophy 107	Ethics		1,2
	Philosophy 108	Professional Ethics		1,2

D. Three of the following:	9	
Philosophy 300	Contemporary Philosophy	2,3,4
Philosophy 317	Theories of Art	2,3,4
Philosophy 325	Medieval Philosophy	2,3,4
Philosophy 365	Theories of Value	2,3,4
	<u>33</u>	

MAJOR RELATED COURSE REQUIREMENTS

History 103	3
History and Philosophy of Science 126 or 127	3
A 9 credit hour elective sequence in liberal arts or sciences approved by the adviser. These courses must not overlap with courses counted toward core requirements	<u>9</u>
	15

(When a student has completed a second major or minor in a liberal arts field, the elective sequence requirements for the philosophy major will be satisfied.)

ELECTIVES: The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences. Students are strongly urged to follow a sequence in foreign languages, advanced courses in literature, and a two-course sequence in science. At least 15 credit hours of electives must be taken at the 300-level or above.

Minor in Philosophy
Health and Human Studies Division

This minor is designed to provide an introduction to the discipline of philosophy and to complement major programs of study in other disciplines. Students should consult their major advisers and faculty in the philosophy department about the appropriateness of this minor. Students must complete sections 1 through 5.

Total credit hours required for minor: 21

		Credit Hours	Year Taken
1. One of the following:		3	
Philosophy 101	Critical Thinking		1,2
Philosophy 103	Problems in Philosophy		1,2
2. One of the following:		3	
Philosophy 105	History of Ancient Philosophy		1,2
Philosophy 106	History of Modern Philosophy		
3. One of the following:		3	
Philosophy 107	Ethics		1,2
Philosophy 108	Professional Ethics		
4. Three philosophy courses at the 300- or 400- level		9	2,3
5. Philosophy 400	Advanced Topics in Philosophy	<u>3</u>	3,4
		21	

Major in Physics

Arts and Sciences Division (*Bachelor of Arts Degree, Bachelor of Science Degree in Physics and Programs in Engineering*)

Utica College offers B.A. and B.S. degrees in physics, and both a 2-2, and 3-2 transfer option in engineering. All programs share a common body of courses for the first two years.

Physics is the science concerned with the nature of matter, energy, and the interrelationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics.

Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

The **B.A. in physics** is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law, management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

The **B.S. in physics** is designed for students who wish to practice applied physics or research engineering in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

The **2-2 transfer option in engineering** provides the basic courses typically found in the first two years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science, mathematics, and introductory engineering at Utica College. After two years, students transfer to an engineering school to complete their work at the junior-senior level, and they will receive their degree from that institution. Utica College students have successfully transferred into engineering programs at Syracuse, Clarkson, RIT, and Union among others.

The **3-2 transfer option in engineering** is similar to the 2-2 program but includes another year of study at Utica College in which students take more physics, math, and core courses for a total of at least 96 hours. With this additional course work, students will transfer to an engineering school where they will take junior level engineering courses. Upon the completion of 32 hours at the transfer college (and receipt of an official transcript), students will earn a B.A. in physics from Utica College. When the students have satisfied the requirements from the engineering school, typically after another year of study there, they will earn a second degree, in engineering. In effect, one year of college work counts for the degree at two institutions, and students will have a liberal arts degree in addition to the engineering degree. This degree should be considered by those seeking a career in technical management.

COMMON ACADEMIC REQUIREMENTS

FOR PHYSICS AND ENGINEERING (see page 16)

CORE 34–55

MAJOR COURSE REQUIREMENTS

Physics 261	Physics I	4 (in core)	1
Physics 262	Physics II	4	1
Physics 363	Modern Physics	4	2
Engineering 182	Computer in Physics & Engineering .	3	2
Engineering 251	Electrical Engineering	4	2
Engineering 225	Statics & Dynamics	4	2
		23	

MAJOR RELATED COURSE REQUIREMENTS

Mathematics 161	Calculus I	3	1
Mathematics 162	Calculus II	3	1
Mathematics 261	Calculus III	3	2
Mathematics 262	Calculus IV	3	2
Chemistry 121	General Chemistry I	4 (in core)	1
Chemistry 122	General Chemistry II	4	1
Computer Science 101	Computer Science I	3	2
		23	

ADDITIONAL COURSE REQUIREMENTS

2-2 OPTION IN ENGINEERING:
No additional requirements at Utica College

3-2 OPTION IN ENGINEERING (B.A. from Utica College, 128 Hours):			
Physics (any level)	Physics Electives	6	2,3
Physics (300,400 level)	Physics Electives	3	3
Mathematics 317	Ordinary Differential Equations	3	3
		12	

B.A. IN PHYSICS (128 Hours):			
Mathematics 317	Ordinary Differential Equations	3	3
Biology 121	General Biology I		
or	or		
Geology 125	General Geology	4 (in core)	2
		7	

B.S. IN PHYSICS (128 Hours):			
Physics 461	Classical Mechanics	3	3,4
Physics 462	Electricity & Magnetism	3	3,4
Physics 471	Introduction to Quantum Physics I ...	3	3,4
Physics (300,400 level)	Physics Elective	3	3,4
Mathematics 317	Ordinary Differential Equations	3	3
		15	

FREE ELECTIVES: Students in the 3-2 engineering option must take a sufficient number of free electives to reach a total of 96 hours at UC. They must transfer 32 hours to UC from their engineering school. Students majoring in physics take sufficient free electives to reach a total of 128 hours at UC and should consult with their adviser on elective courses of particular interest for a specific career path.

Major in Psychology-Child Life
Health and Human Studies Division (Bachelor of Science Degree)

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

The child life specialists concentration prepares students to meet the psychological needs of children and adolescents who are chronically or acutely ill. Child life specialists help ease the trauma of hospitalization by providing emotional support for patients and their families; structuring a program of therapeutic play and activities; working with parents; using knowledge of child development to enhance the hospital environment; and acting as the child's and family's advocate in the often confusing world of the hospital.

Specialized course work focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of disabled and hospitalized young people. The concentration culminates in an internship in a hospital or other health care facility. The program is based on the guidelines formulated by the professional organization of child life specialists—The Child Life Council.

The applied child development concentration considers the impact on children of a number of common stressful situations. Students completing this concentration will have an opportunity to expand their repertoire when supporting children in settings such as day care centers, schools, community agencies, and facilities serving emotionally disturbed children and youth. This concentration culminates in an internship in one of the above mentioned agencies.

The student in psychology-child life is required to achieve a minimum of "C" in each major and major-related course.

Total credit hours required for degree: 120

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

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

Psychology 101	Introduction to Psychology	3	1
Psychology 321	Infancy and Childhood	3	2
Psychology 322	Adolescence	3	2
Psychology 256	Principles of Behavior Change	3	2,3
Psychology 272	Community Fieldwork	1	2,3
Psychology 361	Abnormal Psychology	3	2,3
Psychology 366	Individuals with Disabilities	3	3
Psychology 373	Play as Curriculum	3	3
Psychology 374	The Helping Relationship	3	3
Psychology 378	Introduction to Child Life Internship ..	0	3,4
Psychology 475*	Child Life Internship	12	4
		<u>37</u>	

MAJOR RELATED COURSE REQUIREMENTS

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

Communication Arts 101	Interpersonal Communication	3	1
Education 314	Literature for Young Readers	3	3
Sociology 233	The Family	3	2,3,4
Social Studies 101	Introduction to Black Studies		
or	or		
Sociology 252	Racial and Cultural Minorities	3	1,2
Therapeutic Recreation 152	Recreational Activities and the Person	<u>2</u>	1
		14	

MAJOR RELATED CONCENTRATIONS

(Each major must select one of the following concentrations.)

I. *Applied Child Development*

Anthropology 375	Culture and Personality	3	2,3
Psychology/Sociology 211	Statistics in the Behavioral Sciences .	3	2
Psychology 237	Group Dynamics—Introduction to Group Development and Group Process .	3	2
Psychology 311	Psychological Assessment and Testing	3	3
Psychology 311L	Laboratory in Psychological Assessment and Testing	1	
Psychology 377	Children Under Stress	3	2
One course from the following:		3	
Criminal Justice 321	Issues in Juvenile Justice		
Psychology Elective			

II. Child Life Specialists

Anthropology 415	Cultures, Health and Healing	3	2,3
Biology 101, 102	Human Anatomy and Physiology I, II .	8	1
Health Sciences 207	General Medicine and Pediatrics . . .	3	3
Psychology 271	Introduction to the Child Life Specialty	3	2
Psychology 375	Death, Dying, and Bereavement	3	4
Psychology 474	Psychosocial Care of Hospitalized Children and Adolescents	<u>3</u>	4
		23	

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.

*For the psychology-child life retention policy, please consult one's academic adviser.

Major in Psychology—General
Health and Human Studies Division (Bachelor of Arts Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas, (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisers.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisers' recommendations and their own particular needs.

If one is considering elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit	Year
CORE	Hours	Taken
	34–55	

MAJOR COURSE REQUIREMENTS

Psychology 101	Introduction to Psychology	3	1
Psychology/Sociology 211	Statistics in the Behavioral Sciences .	3	2

Psychology 212	Introduction to Experimental Methods in Psychology	4	2
Psychology 223	Life-Span Developmental Psychology	3	1
Psychology 256	Principles of Behavioral Change	3	2
Psychology 301	Research Seminar	3	3
Psychology 361	Abnormal Psychology	3	2,3
Psychology 461	History of Psychology	3	4
Psychology electives including at least one laboratory. At least 12 credit hours must be at the 300- or 400-level (May include Anthropology 375. Psychology 347/348 and Psychology 410 are strongly recommended for students planning advanced study. Psychology 470 is recommended for students planning work or study in applied areas.)			
		16	3,4
(Continuing Education students may take an additional three credit hour psychology elective in lieu of the one credit hour laboratory elective.)			
		41	

MAJOR RELATED COURSE REQUIREMENT

Laboratory Biology course	4	1
Elective Sequence		
Nine hour sequence of related coursework approved by the student's adviser. Courses in this sequence may not be used to fulfill the student's core requirements. Completion of a double major or minor fulfills this elective sequence requirement.		
	<u>9</u>	3,4
	13	

ELECTIVES: For a bachelor of arts degree, the student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Minor in Psychology

Health and Human Studies Division

The minor in psychology is designed to provide an additional area of competency for those students majoring in other areas. Students should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 21

		<i>Credit Hours</i>
A.	REQUIRED COURSES	
	Psychology 101 Introduction to Psychology	3
B.	PSYCHOLOGY ELECTIVES	
	To be selected from at least five of the following eight categories . .	18
	1. Bio-Psychology	343, 347, 348
	2. Developmental	223, 321, 322, 327
	3. Learning	256, 351, 354, 453
	4. Measurement & Methodology	211, 212, 311, 413
	5. Personality	366, 462
	6. Social	237, 331
	7. Clinical	276, 361, 372, 373, 374, 377
	8. Special Interest Courses	300, 355, 375, 410, 461, 470, 490
		21

Major in Public Relations

Social Sciences and Management Division (Bachelor of Science Degree)

Public relations is a broad field offering many opportunities for trained personnel in industry/corporations; public relations firms; health, human service, and other not-for-profit organizations; sports; education; and government. Those majoring in public relations are provided with a broad general education and are at the same time given specialized training in public relations principles, practices, and techniques. Graduates are working in all phases of the communications field: as public relations specialists; internal and company publication writers, editors, and designers; public relations firm and advertising agency personnel and department heads.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see page 16)	Credit Hours	Year Taken
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Journalism Studies 181	Introduction to Mass Communication	3	1
Journalism Studies 261	Newswriting	3	1,2
Journalism Studies 365	Publication Design and Desktop Publishing	3	3,4
Public Relations 182	Introduction to Public Relations	3	1,2
Public Relations 372	Publicity and Public Relations Writing	3	3,4
Public Relations 375*	Public Relations Practicum	3	3,4
Public Relations 400	Topics in Public Relations or one additional major-related course (see below)		
Public Relations 450*	Field Work in Public Relations	3–6	4
Public Relations 482	Cases and Problems in Public Relations	3	3,4
		27–30	

MAJOR ELECTIVES

(Three courses should be selected from the following subjects.)

Communication Arts 341	Organizational Communications	3
Communication Arts 365	Writing and Announcing for Radio/Television	3
Computer Science 117	Microcomputers and Application Software	3
Journalism Studies 262	Reporting	3
Journalism Studies 264	Editing	3
Journalism Studies 363	Magazine Article Writing	3
Journalism Studies 372	Essentials of News Photography	3
Journalism Studies 401	Media Ethics in Contemporary Society	3
Journalism Studies 467	Communications Law	3
Management 222	Communications in Business	3
Marketing 211	Principles of Marketing	3
Marketing 311	Elements of Advertising	3
Government and Politics 215	Public Opinion and Political Behavior	3
Psychology 237	Group Dynamics	3
		9

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

*For the public relations retention policy, please consult one's academic adviser.

Major in Public Relations—Journalism Studies

Social Sciences and Management Division *(Bachelor of Science Degree)*

Experience has demonstrated that there is a great deal of cross-over among professionals who make their careers in public relations and journalism, and therefore the combined program in public relations and journalism studies is devised to provide graduates with an educational background that will make them proficient in both fields. Required courses in the combined program include the basic courses which are required in both public relations and journalism. Graduates of the combined program find positions in public relations, daily and weekly publications, radio, television, and the magazine field.

Total credit hours required for degree: 120

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Public Relations 182	Introduction to Public Relations	3	1,2
Public Relations 372	Publicity and Public Relations Writing	3	3,4
Public Relations 375*	Public Relations Practicum	3	3,4
Public Relations 482	Cases and Problems in Public Relations	3	3,4
Journalism Studies 181	Introduction to Mass Communication	3	1
Journalism Studies 261	Newswriting	3	1,2
Journalism Studies 262	Reporting	3	2
Journalism Studies 264	Editing	3	3,4
Journalism Studies 362	Reporting of Public Affairs	3	3,4
Journalism Studies 365	Publication Design & Desktop Publishing	3	3,4
Journalism Studies 467	Communications Law	3	3,4
Public Relations 450	Field Work in Public Relations		
or	or		
Journalism Studies 450	Field Work in Journalism	<u>3</u>	3,4
		36	

MAJOR ELECTIVES

Select at least two courses from the following:

Journalism Studies 363	Magazine Article Writing	3	3,4
Journalism Studies 371	Advanced Reporting Techniques . . .	3	3,4
Journalism Studies 372	Essentials of News Photography . . .	3	2,3,4
Journalism Studies 374	Sportswriting	3	3,4
Journalism Studies 381	Censorship	3	2,3,4
Journalism Studies 400	Topics in Journalism Studies	3	2,3,4
Journalism Studies 401	Media Ethics in Contemporary Society	3	3,4
Journalism Studies 462	Computer-Assisted Reporting	3	3,4
Public Relations 400	Topics in Public Relations	<u>3</u>	3,4
		6	

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.

*For the public relations-journalism studies retention policy, please consult one's academic adviser.

Major in Social Studies

Social Sciences and Management Division (Bachelor of Arts Degree)

The social studies major is designed to interest students in the human species—our physical world and origins, our ideas and deeds, our communal organization and activities. Work in the fields of anthropology, geography, history, government and politics, and sociology provides breadth of view and allows partial specialization.

Those looking toward careers in such areas as government service, teaching, social work, law, and research need a thorough background in the social sciences. If you are considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

	Credit Hours	Year Taken
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

One of the following courses in research methods:

Sociology/Psychology 211	Statistics in the Behavioral Sciences		
or	or		
Mathematics 112	Basic Statistics		
Sociology 276	Criminological Research Methods ...		
Sociology 312	Social Science Research Methods ..		
History 455	Historical Method		
Economics 475	Research Methods in Economics ...	3	2,3,4

Electives in courses in Anthropology, Geography, History, International Studies, Government and Politics, Philosophy, Sociology, and Social Studies above the 100 level. A maximum of 15 credit hours may be applied in any one of these fields. Up to nine credit hours of any combination of Economics and Psychology also may be applied, selected from the following: any Economics courses above 100 level; Psychology 237, 331, 354, 361, 461 and 462. The following courses also may be selected: Spanish 247, French 247, Biology 221, 225, English 313, Film 303, 304

36 2,3,4
39

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

Major in Sociology and Anthropology

Social Sciences and Management Division (Bachelor of Arts Degree)

Anthropology and sociology are closely related sciences which seek to understand the human world. Traditionally, anthropology has studied human biology and language, as well as culture, with an emphasis on pre-industrial societies. Sociology has concentrated on social institutions and social behavior, with an emphasis on contemporary industrial nations. Together they provide a broad, holistic understanding of the nature of human beings, human culture, and human social organization.

A major in sociology and anthropology is designed to meet the needs of those who are interested in pursuing social service, business, government, education, or academic careers in which knowledge of social processes is necessary.

If you are considering secondary or elementary public school teaching as a career, see additional teaching certification requirements by referring to the program in education which is listed alphabetically in this section.

Total credit hours required for degree: 120

		<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)			
CORE		34–55	
MAJOR COURSE REQUIREMENTS			
Anthropology 101	Introduction to Cultural Anthropology	3	1,2
Sociology 151	Human Society	3	1,2
Anthropology 205	Human Beings in Evolutionary Perspective	3	2,3
Sociology/Psychology 211 or	Statistics in the Behavioral Sciences or		
Mathematics 112	Basic Statistics	3	2,3
Sociology 312	Social Science Research Methods ..	3	3,4
Sociology 405	Sociological Theory	3	3,4
Anthropology and Sociology electives (15 hours; at least six credit hours from each field)		<u>15</u> 33	2,3,4

MAJOR RELATED COURSE REQUIREMENTS

(Some of these have prerequisites which may be used to satisfy core requirements.)

Courses above 100 level in Economics, Geography, History, International Studies, Philosophy, Government and Politics, or Social Studies. Also Biology 221, 225, Film 303, 304, French 247, Psychology 237, 331, 354, 361, 461, 462, Spanish 247. A maximum of 9 credit hours in any one of these fields may be applied. Students who have not taken Anthropology/English 351 (Language and Culture) may apply <i>either</i> English 313 (American Social Dialects) or English 318 (Introduction to Linguistics)				12	2,3,4
---	--	--	--	----	-------

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

Minor in Sociology

Social Sciences and Management Division

This minor is designed to improve the career opportunities of students majoring in areas that deal with people, such as health sciences, criminal justice, and psychology.

Total credit hours required for minor: 18

		<i>Credit Hours</i>
REQUIRED COURSES		
Sociology 151	Human Society	3
Sociology 312 or	Social Science Research Methods .. or	3
Sociology 405	Sociological Theory	
Sociology Electives		<u>12</u> 18

Minor in Spanish

Social Sciences and Management Division

Spanish is one of the primary languages of the western hemisphere and is effectively the second language of the United States. In addition to its cultural value, the study of Spanish has practical usefulness to Utica College students enrolled in certain career and liberal arts areas (e.g., health sciences, criminal justice, international studies, international business, government and politics, psychology, and education).

Total credit hours required for minor: 15

Prerequisite: Spanish 202 or equivalent.

REQUIRED COURSES		Credit Hours
Spanish 237	Spanish Conversation and Grammar Review	3
Spanish 247	Spanish Civilization and Culture	3
Spanish 327	Spoken Spanish	3
Spanish 388	Masterpieces of Spanish Literature . .	<u>3</u>
		12
RELATED REQUIREMENTS*		
One of the following courses:		3
Anthropology/English 351	Language and Culture	
English 318	Introduction to Linguistics	
History 266	Modern Europe	
Government and Politics 271	European Politics	
		<u>3</u>

*Other courses may be substituted with departmental approval.
Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

Minor in Theatre

Arts and Sciences Division

A competence in theatre may enhance the career possibilities of primary and secondary school teachers, television and newspaper journalists, lawyers, and others. With careful advising, the minor is flexible enough to allow students to meet their own needs.

Total credit hours required for minor: 21

A. Required Courses:		Credit Hours
Theatre 121	Introduction to Theatre	3
Theatre 136	Elements of Acting	<u>3</u>
		6
B. Three to five of the following courses:		
All-College 377	London Learning Experience	3
English 367	Shakespearean Drama	3
English/Theatre 375	History and Literature of the Theatre .	3
Theatre 133	Production in the Theatre	3
Theatre 337	Acting-Characterization	3
Theatre 438	Acting Styles	3
Theatre 441	Directing in the Theatre	<u>3</u>
		9-15
C. ALTERNATIVES		0-6
One or two courses from Fine Arts may be substituted for one or two courses from group B.		

Major in Therapeutic Recreation

Health and Human Studies Division (Bachelor of Science Degree)

Therapeutic recreation is a process which uses recreation for intervention in some physical, emotional, and/or social behavior to bring about desirable change and to promote growth and development of the individual.

Therapeutic recreators are involved in organizing, administering, and presenting therapeutic recreational activities that contribute to the recovery from or adjustment to an illness, disability, or social problem. They work with institutionalized persons, as well as ill, aged, handicapped, or disabled persons in the community.

Total credit hours required for degree: 128

SPECIAL REQUIREMENT

The student in therapeutic recreation is required to achieve a minimum of "C" in each major course, a "C" average in major-related courses, and a "B" or better in field work experience.

Updated physical examination and malpractice insurance are required for field work courses.

	<i>Credit Hours</i>	<i>Year Taken</i>
ACADEMIC REQUIREMENTS (see page 16)		
CORE	34–55	

MAJOR COURSE REQUIREMENTS

Health Sciences 105	Applied Techniques in Emergency Care	2	1
Therapeutic Recreation 101	Introduction to Therapeutic Recreation	3	1
Therapeutic Recreation 106	History and Philosophy of Recreation	3	2
Therapeutic Recreation 151	Therapeutic Recreation Methods and Techniques	3	1,2
Therapeutic Recreation 152	Recreational Activities	2	1,2
Therapeutic Recreation 156	Recreational Services and Leadership	3	1,2
Therapeutic Recreation 301	Outdoor Recreation	3	2,3
Therapeutic Recreation 302	Leisure Counseling	3	3,4
Therapeutic Recreation 303	Recreation Program Design in Therapeutic Recreation	3	3,4
Therapeutic Recreation 352	Assessment and Evaluation in Therapeutic Recreation	3	2,3
Therapeutic Recreation 401*	Field Work I	6	4
Therapeutic Recreation 402*	Fieldwork II	6	4
Therapeutic Recreation 406	Organization, Administration, and Supervision in Therapeutic Recreation	<u>3</u>	3,4
		43	

MAJOR RELATED REQUIREMENTS

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

Biology 101, 102	Human Anatomy and Physiology I & II .	8	1
Psychology 101	Introduction to Psychology	3	1
Health Sciences 245	Human Development Process	3	1,2,3
Psychology 237	Group Dynamics	3	2,3,4
Psychology 361	Abnormal Psychology	3	1,2,3
Fine Arts	(studio courses) or Music, Theatre, Art electives	9	1,2,3
Physical Education electives		3	1,2,3

Choose from the following list:

Badminton, curling, tennis, physical conditioning, volleyball, racquetball, golf, cross country skiing, modern dance, basketball

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

* For the therapeutic recreation retention policy, please consult one's academic adviser.

Minor in Writing

Arts and Sciences Division

The minor in writing is designed to develop the student's proficiency in a variety of forms of written communication and is open to English and non-English majors. Although the minor does not purport to be a training program for professional writers, students will find the minor helpful in preparing for careers in business and the sciences since these require an ability to effectively use written language. Also, because writing skills increasingly are emphasized in English classes at all educational levels, students interested in teaching will find this minor particularly useful.

Total credit hours required for minor: 15

REQUIRED COURSES		Credit Hours
English 304	Advanced Composition	3
English 311	Modern English Grammar	<u>3</u>
		6
Any three of the following courses:		
English 307	Beginning Creative Writing	3
English 308	Advanced Creative Writing	3
English 315	Writing in the Professions	3
Journalism Studies 261	News writing	3
Journalism Studies 262	Reporting	3
Journalism Studies 363	Magazine Article Writing	3
Management 222	Communications in Business	<u>3</u>
		9

Courses of Instruction ♦

Accounting	188	History and Philosophy of	
Aerospace Studies	189	Science and Technology	221
All-College	190	Human Resources Management	222
Anthropology	191	Humanities	222
Biology	192	Insurance	222
Business (see Management)		International Studies	223
Business Law	195	Italian	223
Chemistry	195	Journalism Studies	224
Chinese	197	Management	225
Communication Arts	197	Marketing	226
Communications (see Communication		Mathematics	227
Arts, Journalism Studies, or Public		Military Science	229
Relations)		Music	229
Computer Engineering	199	Nursing	230
Computer Science	199	Occupational Therapy	233
Construction Management	201	Personnel Management (See Human	
Criminal Justice	202	Resources Management)	
Critical Languages	204	Philosophy	236
Economics	204	Physical Education	237
Education, Professional	206	Physical Therapy	238
Engineering	208	Physics	238
English	208	Psychology	241
Film	210	Public Relations	244
Finance	211	Reading	245
Fine Arts (See also		Real Estate	245
Music and Theatre)	211	Russian	246
French	214	Social Studies	246
Geology	214	Sociology	246
German	215	Spanish	248
Gerontology	215	Theatre	248
Government and Politics	216	Therapeutic Recreation	249
Health Sciences	219	World Literature	250
History	220		

Symbols appearing before course numbers in this section are explained as follows:

*Courses offered in alternate years.

†Courses offered less frequently.

In the absence of a symbol, courses are offered every academic year.

♦ The figure in parentheses 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).

Accounting

Social Sciences and Management Division

Faculty: Dimon, B. Dunn, Huta, Staff

101—Elementary Accounting Principles I. (3)

Concepts and principles of accounting as they relate to current assets and liabilities. In-depth coverage of the accounting cycle and procedures used to accumulate and summarize data for presentation in financial statements. Emphasis on proprietorship form of organization.

102—Elementary Accounting Principles II. (3)

Continuation of Accounting 101. Corporate form of organization, valuation of long-term assets and liabilities, accounting for transactions involving stockholders' equity. Introduction to partnership accounting and financial statement analysis techniques. Prerequisite: Accounting 101.

105—Financial Accounting. (3)

For the non-accounting and non-business administration student. Emphasizes an understanding of accounting systems and related financial statements without many technical details. Equips students with fundamental concepts and terminology to comprehend a typical annual report. Students taking this course may not take Accounting 101, 102 for credit.

201—Intermediate Accounting I. (4)

Accounting theory and financial statement disclosure requirements relating to current and long-lived assets. Compound interest concepts and their use. Prerequisites: Computer Science 117 and Accounting 102 or 105.

202—Intermediate Accounting II. (4)

Continuation of Accounting 201. Liabilities and equities, accounting for income taxes, pensions, leases revenue recognition, and statement of cash flows. Prerequisite: Accounting 201.

203—Cost Accounting. (3)

Study of the basic principles of cost accounting as applied to industrial situations. Preparation of cost statements, analysis of cost information, and the role of cost

accounting in the decisions and policies of management. Prerequisite: Accounting 102.

301—Income Tax Accounting. (3)

Federal tax regulations and their application to the taxation of individuals. Prerequisite: Accounting 102 or 105.

†302—Advanced Income Tax Accounting. (3)

Study of federal tax regulations and their application to the taxation of partnerships, corporations, estates and trusts. Prerequisite: Accounting 301.

305—Accumulation and Distribution of Accounting Information. (1)

Processing source data in manual and computerized accounting systems. Includes: generation of journals, general ledgers, spread sheets, financial statements, preparation of government reports for payroll, and sales taxes. Prerequisite: Accounting 202.

401—Auditing. (3)

Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from both internal and external audit points of view. Prerequisite: Accounting 202.

402—Auditing Case Study. (1)

Comprehensive audit case study including system of Internal Control, testing procedures, preparation of audit adjustments, and audit report. Emphasis on computer as auditing tool. Prerequisite: Accounting 401.

403—Advanced Accounting. (3)

Problems of advanced phases of partnership accounting, corporation accounting, consolidated financial statements, corporate mergers, and other advanced accounting problems. Prerequisite: Accounting 202 or the equivalent.

404—Accounting Systems:

Government and Non-Profit. (3)

Principles and practices of governmental accounting, and a study of selected accounting systems for non-profit entities. Prerequisite: nine hours of accounting.

†405—Accounting Problems. (3)

Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite: Accounting 403 or permission of instructor.

491—Current Topics in Accounting. (1)

Update on current changes in pronouncements of the AICPA, FASB, SEC, and GASB and analysis of their effects on the contemporary accounting environment. Prerequisite: senior standing.

Aerospace Studies

Department of Aerospace Studies Syracuse University

Faculty: Staff

The following are Syracuse University courses taught by Syracuse University Aerospace Studies Professors at Syracuse University.

ASC 101, 102/201, 202 (0)/PED 200 (1)—Leadership Laboratory: General Military Training.

Customs and courtesies; drill and ceremonies; issuing military commands; instructing, directing, and evaluating the preceding skills; studying the environment of an Air Force officer; and learning about areas of opportunity available to commissioned officers. For Air Force cadets only.

ASC 205 (0)/PAF 275 (1)—National Security Organization.

Organization and administration of the U.S. national security forces, including strategic offensive, general-purpose, and support-force components of the Department of Defense budget.

ASC 206 (0)/PAF 276 (1)—National Security Organization/Aerospace Forces.

Organization and administration of U.S. aerospace forces, including strategic defensive, general-purpose, and support-force components of the Department of Defense budget.

ASC 295 (0)/HST 295 (1)—The Development of Air Power: First 50 Years.

Factors contributing to change in the nature of military conflict, the development of air power from its earliest beginnings, and the way air-power doctrine has evolved.

ASC 296 (0)/HST 296 (1)—The Development of Air Power: 1947 to the Present.

The development of air power from the end of World War II to the present. How air power is used in support of both military and nonmilitary national objectives.

ASC 301, 302/401, 402 (0)/PED 200 (2)—Leadership Laboratory: Professional Officer Training.

Advanced leadership experiences. Involves planning and controlling of military activities of cadet corps, preparation of briefings and oral/written communications, and using human relations skills to motivate and enhance the performance of other cadets. For Air Force cadets only.

ASC 305 (0)/O&M 405 (3)—Concepts of Air Force Management.

Theory and application of general concepts of leadership to Air Force situations. Group discussions, case studies, role playing.

ASC 306 (0)/O&M 406 (3)—Concepts of Air Force Management.

General theory and practice of management, especially in the Air Force. Information systems, quantitative approaches to decision making, and resource-control techniques used by Air Force managers.

ASC 405 (0)/PAF 475 (3)—National Security Forces/Public Policy.

Broad range of American civil-military relations and the environmental context in which defense policy is formulated.

ASC 406 (0)/PAF 476 (3)—National Security Forces in Contemporary American Society.

Impact of both technological and international developments upon strategic preparedness, military strategy, and overall defense policy-making process.

All-College Office of the Dean

Faculty: Staff

101—Freshman Seminar. (1)

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

301—Student Assistantship. (1-3)

Students assist faculty members in teaching courses they have already completed with a grade of "A" or "B." Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credits of the course for which the student is assisting. May be taken only once for credit regardless of the number of credits assigned to the assistantship.

310—Cooperative Education. (0)

Application of classroom learning in business, industry, government, and service organizations. Client organizations select students from among competitive applications and supervise their work. See Career Services and Cooperative Education for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

402—Research Assistantship. (1-3)

Intended for those planning graduate study. Experience in the research techniques of the student's chosen discipline. By invitation only. Course may be repeated once for credit.

The College Council has approved several types of all-College courses which provide students with considerable flexibility in developing individual academic programs. These courses may be taken by students in any division of the College, at any level, subject to the approval of the cooperating professor and the division associate dean. Students are advised to check with their faculty advisers and division associate dean prior to registering for an all-College course to be sure that the course will be accepted toward the completion of required courses for graduation. Register using the prefix for the relevant program.

200, 300, 400—Selected Topics. (1-3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

259—Honors Seminar. (3)

Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

260, 360, 460—Experience Credit. (1-6)

Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the associate dean of the division in which the student is majoring and the Dean of the College before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

270, 370, 470—Internship. (1-12)

Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division associate dean required. Limited to juniors and seniors in good academic standing. If this is a paid work experience, also register for UCC 310-Cooperative Education.

280, 380, 480—International Course. (1-12)

Offered through the Utica College Office of International Programs or the Syracuse University Division of International Programs Abroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. OIP or DIP works with the UC academic discipline to assign appropriate course level, title, and grade for the student's transcript.

290, 390, 490—Independent Study. (1-6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division.

377—London Learning Experience. (3)

Directed by a Utica College faculty member, tour begins just after Christmas and ends before beginning of spring semester. See Arts and Sciences Division secretary for details. Student attendance on tour constitutes legal intention to enroll for course.

489, 499—Honors Tutorial. (3, 3)

Open to students in the Utica College Honors Program or by invitation. Work with a faculty supervisor on a challenging academic or creative project.

Anthropology

Social Sciences and Management Division

Faculty: Cormican, Ginsberg, Johnsen, Smith, Staff

101—Introduction to Cultural Anthropology. (3)

Overview of anthropology. Study and comparison of cultures around the world from small tribal communities to industrial societies.

***205—Human Beings in Evolutionary Perspective. (3)**

Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to archaeology and physical anthropology as fields of study.

***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.

†254—Peoples and Cultures of Sub-Saharan Africa. (3)

Survey of the indigenous populations of sub-Saharan Africa; emphasis on East Africa, Nigeria, and South Africa; analysis of political, economic, religious, and family institutions; consideration of the relationship between the traditional and the present.

†283—Urban Anthropology. (3)

Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

***351—Language and Culture. (3)**

The interrelation of culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problems of socio-linguistics and communication. Same as English 351.

†362—Magic and Religion in Pre-literate Societies. (3)

Religious and magical behavior in non-Western societies. Emphasis on tribal culture, magic, and religion in folk society; shamanism, witchcraft, sorcery, ritual, and tabu; myths of origin, world view, and values in cross-cultural perspective.

***375—Culture and Personality. (3)**

The individual in society, and the role of environmental, social, and cultural factors in the development of personality. Cross cultural use of projective and other types of psychological tests. The role of culture in perception, cognition, and mental illness.

†400—Special Topics in Anthropology. (1-3)

Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite: instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

415—Cultures, Health, and Healing. (3)

Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite: Anthropology 101 or Sociology 151 or permission of instructor.

***425—Cultural Change. (3)**

Cultural change as viewed from a variety of perspectives including small scale change, planned change, acculturation, and evolutionary change. Analysis of changes occurring in the modern world, their causes, and consequences.

†449—Anthropology of Aging. (3)

Aging in a variety of cultures. Cultural differences in beliefs and practices related to the aged. Critical evaluation of aging in industrial society and of culture-bound theories of aging.

Biology

Arts and Sciences Division

Faculty: Aaronson, Besette, Checchi, Gotwald, Krassioukov, Lucchino, McIntyre, Moore, Pawson, Staff

101—Human Anatomy and Physiology I. (4)

A course in the biology of man with emphasis on the integration of form and function. Included are cell biology and the skeletal, muscular, and nervous systems. May not be taken by biology majors except by special permission.

102—Human Anatomy and Physiology II. (4)

A continuation of the study of man as begun in Biology 101. Included are: endocrinology; the biology of reproduction; the circulatory, respiratory, and digestive systems; and the interaction of cultural and biological evolution. Prerequisite: Biology 101 or permission of instructor.

111—Human Ecology. (3)

A study of the principles of ecosystem function covering such topics as energy flow, food chains, nutrition and nutrient cycling, populations, and communities. Knowledge of these principles will be applied to the human species and its role in ecosystems. (Lecture only.) Open to all majors, but may not count as a major elective for biology majors.

112—Human Sexuality. (3)

Exploration of the nature of human sexuality, especially its biological foundations; of the social implications of human sexual behavior, as revealed in cross-cultural comparisons and human history. Personal reflection and self-discovery are encouraged with the ultimate goal of improving interpersonal communication and understanding.

113—Human Genetics. (3)

Designed for those generally interested, this course considers fundamental principles of human genetics and the social, medical, and moral issues raised by current research in such areas as race, behavior, intelligence, and genetic engineering. (Lecture only.) Open to all majors, but may not count as a major elective for biology majors.

†115—Introduction to Horticulture. (3)

Life science experiences applied to horticulture activities: ecological considerations, landscaping, indoor and outdoor plantings, propagation techniques and calendar, pest control, composting and organic recycling. Special topics such as herb gardens, terraria, indoor and outdoor pools, bonsai, and dried plant arrangements. Lecture, hands-on learning, and individual projects. Open to all majors, but may not count as a major elective for biology majors.

121—General Biology I. (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.

122—General Biology II. (4)

Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite: Biology 121 or permission of instructor.

201—Gross Anatomy. (4)

Human anatomy with emphasis on structure and function of the neuromusculoskeletal system of the extremities and back. Laboratory involves examination and identification of these structures through dissection of human cadavers. Open only to students accepted in Occupational Therapy or Physical

Therapy programs or with permission of the instructor. Prerequisites: Biology 101 and 102.

202—Neuroanatomy and Neurophysiology. (4)

Study of the structures and functions of the human nervous system as a basis for clinical treatment techniques. May not be taken by biology majors except by special permission. Prerequisite: Biology 201 or permission of instructor.

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. Prerequisites: Biology 101 and 102.

205—Human Nutrition. (3)

Study of dietary factors required for human growth and health, underlying bases of these requirements, and specific components available to meet these needs. Prerequisites or corequisites: Chemistry 121 and Biology 102.

208—Pharmacology and Pathophysiology. (3)

Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physical assessment in clinical practice.

214—Biology of Aging. (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Same as Gerontology 214.

221—Genetics. (4)

A course concerned with the fundamental mechanisms of inheritance and their consequences as viewed from the molecular, cellular, organismal, and population levels. Laboratory exercises explore classical patterns of inheritance in sexually reproducing organisms. Prerequisites: Biology 121, Chemistry 121 and 122, and college algebra or its equivalent.

***222—Developmental Biology. (4)**

The principles of growth and development of plants and animals; analysis and formation of organ systems. The laboratory involves a descriptive and experimental study of the general principles of development in plants and animals. Prerequisites: Biology 121 and 122.

***223—Principles of Ecology. (4)**

Environmental relationships of plants and animals, emphasizing community structure, population interactions and dynamics, energy relationships, and nutrient cycling. Laboratory devoted to field studies of local communities and populations. Prerequisites: Biology 121 and 122.

224—Animal Physiology. (4)

A descriptive study of the basic physiological principles of the neurological, endocrinological, muscular, cardiovascular, digestive, reproductive, and respiratory systems. Emphasis is given to the interrelationships of the physiological process among these systems through bio-feedback control in maintaining homeostasis. Laboratory topics concurrent with lecture. Prerequisites: Biology 122 and Chemistry 122.

***225—Evolution. (3)**

Modern theory of the process of evolution: mutation, genetic recombination, chromosomal organization, natural selection and isolating mechanisms. (Lecture only.) Prerequisite: Biology 122.

228—Cell Biology. (4)

Study of the cell as an organism. Organization and function of subcellular organelles and cellular interactions in tissues, emphasis on experimental methodology. Laboratory introduces methodology and instrumentation to investigate structure-function relationships in cellular structures. Prerequisites: Biology 121, Chemistry 121 and 122.

†281—Introduction to Biomedical Research Methods. (1)

Methods in biomedical research. Laboratory exercises, demonstrations, and seminars with Masonic Medical Research Laboratory staff. Recommended for students who wish to participate in Biology 450. Prerequisite: permission of instructor.

325—Botany. (4)

Plant biology investigating plant anatomy, morphology, ecology, geography, physiological adaptations, and systematics. Lecture, field, and laboratory exercises. Prerequisites: Biology 121, 122 or permission of instructor.

***328—Immunology. (3)**

Advanced study of the immune system in animals. Emphasis on immunochemistry, cellular immunity, immunopathology, and role of immune system in transplantation, cancer, and AIDS. Prerequisite: Biology 228 or permission of instructor.

332—Principles of Microbiology. (4)

Survey of microbial groups including bacteria, viruses, fungi, protists, and some invertebrate parasites. Bacterial structure, physiology, genetics, infection and disease, and immune response. Laboratory experience in isolation, culturing, morphological and biochemical characterization and identification; chemical and physical control of microbial growth. Prerequisites: Biology 121 and Chemistry 121 and 122.

***333—Parasitology. (4)**

Parasitism, host-parasite interactions, life cycles. Classification, recovery and identification techniques, microscopic examination. Human and veterinary parasitology: socio-economic factors and the spread of parasites, vectors and disease, signs and symptoms; treatment of parasites. Lecture and laboratory. Prerequisites: Biology 121, 122 or permission of instructor.

353—Biochemistry. (3)

An introduction to the chemical and biological properties of the principle components of cellular metabolism. Emphasis is placed on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Chemistry 353. Prerequisites: Chemistry 221 and 222. (Chemistry 222 can be taken concurrent with Biochemistry only with permission of instructor.)

***362—Endocrinology. (3)**

Advanced study on the functional interrelationships of the endocrine system within biological organisms. Emphasis on the endocrine system's response to external

and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite: Biology 224 or permission of instructor.

400—Special Topics in Life Sciences. (1–2)

Minicourse on varied topics to be determined by the department each semester. Format is lecture/discussion with guest speakers and current literature or laboratory work. May be repeated once for credit. Prerequisite: eight hours of biology.

†424—Tropical Ecology. (4)

Ecology of terrestrial and aquatic environments bounded by the Tropics of Cancer and Capricorn. Emphasis on biotic diversity, tropical moist forest and coral reef productivity, nutrient cycles, population structures, and co-evolution. Required field trip to Trinidad and Tobago focuses on mangrove swamp, rain forest, and coral reef ecology. Prerequisite: eight hours of biology.

***425—Histology. (4)**

Microscopic anatomy of mammals, focusing on tissue morphology, development and organization in major organ systems. Structural aspects of differentiated tissues and related physiological function. Lecture and laboratory. Prerequisites: Biology 121, 122.

†427—Entomology. (4)

Systematics, morphology, physiology, behavior, and ecology of insects. Emphasizes problems related to insect speciation and population biology. Prerequisite: Biology 122.

***428—Freshwater Biology. (4)**

Inland freshwater habitats covering physical, chemical, and biological interrelationships. Sampling and identification of microscopic and macroscopic biota; energy cycling; morphometry; measurement and analysis of light; temperature, dissolved ions and gases. Laboratory and field work. Prerequisites: Biology 121, 122, Chemistry 122, 122, Biology 223 or permission of instructor.

***429—Biology of Vertebrates. (4)**

Vertebrate animals from an evolutionary perspective. Laboratory emphasizes com-

parative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite: Biology 122.

450—Senior Research in Biology. (1-3)

Supervised independent research at approved facilities. Two semester commitment recommended. Applications must be submitted the semester prior to starting date. May satisfy Honors Program requirements. Permission of department only. May be repeated once for credit.

***453—Molecular Biology. (4)**

Emphasis on structure, function and repair of DNA, regulation of gene expression in bacteria and viruses, and applications in biotechnology. Laboratory exercises employ techniques in recombinant DNA technology in a gene cloning project. Prerequisite: Biology 221 or permission of instructor.

†460—Seminar. (1-3)

Designed for those who have shown particular interest and ability in one of the phases of biology such as microtechnique, ecology, advanced botany, anatomy, theoretical biology, physiology. Repeatable up to six credits, provided topic is not the same. Prerequisite: permission of instructor.

490—Independent Study. (3)

Business Law

Social Sciences and Management Division

Faculty: Staff

226—The Law of Contracts and Sales. (3)

An introductory study of the legal method, followed by a study of the law of contracts and sales. Designed to give business students a basic concept of their legal rights and duties, with special emphasis on the application of such rights and duties to everyday business contracts.

227—The Law of Business Organization and Negotiable Instruments. (3)

A further study of the law of business, covering the law of agency, partnerships, corporations, and negotiable instruments. Prerequisite: Business Law 226 or permission of instructor.

321—The Law of Property. (3)

Study of real property, personal property, intangible property rights, security transactions, rights of creditors, and privileges of debtors, property rights of husband and wife, and the law of succession. Prerequisite: Business Law 226 or permission of instructor.

Chemistry

Arts and Sciences Division

Faculty: Boyd, Miller, Pfeiffer, Pulliam, Staff

101—Chemistry and Society. (3)

Study of the chemical principles necessary to understand examples drawn from students' daily experiences and current news items such as nuclear power, plastics, food, genetic technology, ozone depletion, acid precipitation, greenhouse effect, drugs, cosmetics, poisons, household chemicals. Lecture/discussion/demonstration. Model building with kits supplied.

121—General Chemistry I. (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.

122—General Chemistry II. (4)

Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, non-metals, organic chemistry, biochemistry. Three hours of lecture/demonstration/discussion and three hours of laboratory per week. Prerequisite: Chemistry 121.

123—Introduction to Organic and Biochemistry. (4)

Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Prerequisite: Chemistry 121. Does not count toward the major in biology, chemistry, or physics.

221, 222—Organic Chemistry. (4, 4)

Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite: Chemistry 122. Chemistry 221 prerequisite to Chemistry 222.

***301—Quantitative Analysis. (5)**

Fundamental and modern chemical analysis. Laboratory applications and interpretations of analytical data. Gravimetry, titrimetry, optical, and electroanalytical methods. Lecture, discussion, problem solving. Six hours of laboratory per week. Prerequisite: Chemistry 122.

342—Physical Chemistry: Thermodynamics. (3)

Classical thermodynamics. Laws of perfect gases, general thermodynamic relations, thermodynamics of vapors, thermodynamic potentials. Kinetic theory of ideal gas. Maxwell-Boltzmann statistics. Same as Physics 342. Prerequisite: Physics 162.

343—Physical Chemistry: Structure and Change. (3)

Quantum chemistry, kinetics, reaction dynamics, and catalysis. Electrolyte solutions, electrochemical cells, conductance and solution transport phenomena. Prerequisite: Physics 162.

342L, 343L—Physical Chemistry Laboratory. (1, 1)

Laboratory work to accompany Chemistry 342, 343. Prerequisite/corequisite: corresponding lecture course.

350—Research Methods. (1–4 hours per semester, maximum 9 hours)

Introduction to research methods under staff members engaged in research. Each student and his or her professor must submit brief written research proposal for departmental approval prior to enrollment each semester. Students must submit

written reports to department at end of semester and present oral seminar/progress report to session of Chemistry 400.

353—Biochemistry. (3)

An introduction to the chemical and biological properties of the principal components of cellular metabolism. Emphasis is placed on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Biology 353. Prerequisites: Chemistry 221 and 222. (Chemistry 222 can be taken concurrently with Biochemistry only with permission of instructor.)

390—Independent Study. (1–4 hours per semester, maximum 6 hours)

Non-laboratory studies in specialized areas of chemistry. Each student and his or her professor must submit brief written proposal of course of study for departmental approval prior to enrollment. Students must submit written report to department at end of semester.

†391—Selected Topics in Physical Chemistry. (2, 2)

A particular topic in physical chemistry will be selected each year; such as phase equilibria, electrochemistry, thermodynamics, chemical kinetics, colloid chemistry, etc. Two lectures per week. Prerequisite: Chemistry 342. Another topic will be selected for 391 (b). You may take 391 (b) without having taken 391 (a).

400—Topics in Chemistry. (1½)

Examination of current literature and research. Student presentations and guest speakers in seminar format. Students must register for two (preferably consecutive) semesters. May be repeated up to two credit hours. Prerequisite: 16 hours of chemistry and junior or senior standing.

***411—Instrumental Methods. (5)**

Theory and principles of modern analytical instruments and techniques. Optical and electrical methods, mass spectrometry, radio-chemical methods. Basic instrumental advances and electronics. Three hours lecture and six hours laboratory per week. Spring semester only. Prerequisites: Chemistry 301, 343 (Chemistry 343 may be taken concurrently).

***461—Advanced Organic Chemistry. (3)**

Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite: Chemistry 222.

***461L—Advanced Organic Chemistry Laboratory. (1)**

Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite: Chemistry 461.

***471—Inorganic Chemistry. (4)**

Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory, ligand field theory, transition metal chemistry, and properties of coordination complexes. Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 343 (may be taken concurrently).

489, 499—Honors Tutorial. (3, 3)

Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

Chinese

Social Sciences and Management Division

Faculty: Staff

†101—Beginning Chinese I. (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

†102—Beginning Chinese II. (3)

Continuation of Chinese 101. Prerequisite: Chinese 101 or equivalent.

Communication Arts

Social Sciences and Management Division

Faculty: Downing, Habbel, Miller, Staff

101—Interpersonal Communication. (3)

Examines communication in everyday life. Provides a theoretical framework for developing interactional skills; focus on verbal and non-verbal message systems, meaning and interpretation, persuasion, relationships, conflict.

103—Introduction to Public Speaking. (3)

Study of fundamental principles with emphasis upon organization and presentation. Practice in preparing outlines and in presenting extemporaneously a series of selected expository and persuasive speeches.

***105—Voice and Diction. (3)**

Class instruction for improvement of the speaking voice in volume, key, and quality. Development of distinctness of enunciation, correctness of pronunciation, and other elements of speech which make it easy to understand.

***225—Introduction to Interpretation. (3)**

Development of intellectual and emotional responsiveness to rhetorical, narrative, poetic, and dramatic materials, leading to the development of expressive skills of voice and body.

261—Broadcasting and the Public Interest. (3)

Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society.

***300—Topics in Speech Communication. (3)**

Application of concepts and skills of speech communication to specific situations, such as gender or non-verbal communication. May be repeated once provided the topic is not the same.

***301—Advanced Interpersonal Communication. (3)**

Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite: Communication Arts 101.

***303—Public Speaking II. (3)**

Advanced performance course focusing on ability to research, prepare, and deliver expository speeches. Applies basic principles of public speaking to situations which will confront the business or public relations person as well as other individuals with public contact. Prerequisite: Communication Arts 103.

***305—Group Problem Solving and Decision Making. (3)**

Study of group problem-solving processes, the nature of individual and group reflective thinking; techniques of definition, research, and analysis; the nature of evidence; evaluation of effectiveness in discussion. Prerequisite: Communication Arts 101 or 103.

***325—Intercultural Communication. (3)**

Differences and commonalities among cultural systems for interacting and interpreting; ethnocentrism and conflict; development of intercultural communication competencies.

***341—Organizational Communication. (3)**

Human communication in the modern organization (government and industry): the communication process, communication skills useful to the individual in the organization, ways and means of analyzing the organization's communications system, and ways and means of achieving higher levels of efficiency and effectiveness in this system.

365—Writing and Announcing for Radio/Television. (3)

Introduction to radio and television as media for the writer; study of skills required for announcer and performer. Students prepare material for commercial and public service and practice delivery in the campus radio studio.

368—Broadcast Journalism. (3)

Basic tools and skills used in broadcast news operations. Critical examination of current mode and practice of modern broadcast news production. Theoretical overview and development of skills for news reporting for broadcast news operations.

375—Introduction to Radio Production. (3)

Fundamentals of radio production. Training in the creative use of studio and control room equipment. Construction of programs. Emphasis on local station production practices.

***403—Argumentation. (3)**

Types, forms, construction, and criticism of argument. Theories of and approaches to study of argumentation and debate. Prerequisite: Communication Arts 103.

***411—Communication Theory. (3)**

Theories of human communication including definitions, functions, and levels. The role of communication in the development of the individual.

444—Perspectives on the Audience. (3)

Exploration of how views of the audience affect operations of broadcast media, function of ratings, and ethnographic methods in modern broadcasting.

***461—Rhetorical Theory and Criticism. (3)**

History and theories of rhetoric. Understanding what rhetoric is and how rhetorical criticism helps analyze and evaluate society.

470—Communication Internship. (1-3)

On-site experience in an organizational setting (governmental, corporate, service, broadcast). Focus on applying and developing skills. Student and teacher determine specific learning objectives and solicit sponsoring organization. Prerequisite: permission of instructor.

481—Senior Seminar. (3)

Critical analysis of selected topics. Major project requiring the synthesis of communication skills and knowledge. Assessment of communication proficiency and career possibilities. Prerequisite: permission of instructor.

490—Independent Study. (3)

Computer Engineering

Arts and Sciences Division

Faculty: LaBella, Rockefeller, Staff

161—Digital Logic Design. (3)

Number representation, Boolean algebra. Design, analysis, and minimization of combinational and synchronous sequential networks.

181—Computer Programming. (3)

Introduction to the use of computers, programming language. General principles of program organization and engineering applications.

182—Computer Applications. (3)

Application of computers to engineering problems. Prerequisite: Computer Engineering 181.

Computer Science

Arts and Sciences Division

Faculty: Danilowicz, Huss, LaBella, Stasiw, Staff

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.

102—Computer Science II. (3)

Continuation of Computer Science 101. Introduction to pointers, linked lists, stacks, queues, and trees. Introduction to sorting and searching algorithms. Prerequisite: Computer Science 101.

103—Discrete Mathematics I. (3)

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, set algebra, mathematical induction, relations, functions, matrices, trees, and digraphs.

117—Microcomputers and Application Software. (3)

Introduction to basic terminology and applications of computers including: operating systems, word processing, and spread sheets.

118—The Internet: Information Retrieval and Organization. (3)

Database concepts and usage. Using these database tools in gathering and organizing data from on-line services and networks such as the Internet.

204—Discrete Mathematics II. (3)

Continuation of Computer Science 103. Permutations, combinations, difference equations, relations, digraphs, functions, algorithms and their efficiency, graphs, trees, languages, finite-state machines, and Turing machines. Prerequisite: Computer Science 103.

212—File Structures and Processing. (3)

Programming applications of different file structures, such as sequential, direct access, indexed sequential files, and merging and updating of files. COBOL will be used to study these concepts. Prerequisite: Computer Science 101.

217—Computer Programming for Business Applications. (3)

Computer aided problem solving for business environment. Emphasis on structured design and effective documentation. Prerequisite: Computer Science 117.

231—Assembly Language Programming. (3)

Introduction to assembly and basic machine languages. Includes macro definitions and program segmentation and linkage. Prerequisites: Computer Science 101 and 103.

300—Topics in Computer Science. (1)

Current topics in the development of new hardware and software technology. May be repeated twice for credit in different topic areas.

303—Computer Organization. (3)

Examination of digital logic, micro-programming, and machine language. Boolean logic and its relationship to actual circuits including adders, multiplexers, demultiplexers, shifters, and flip-flops; a hypothetical computer is used to illustrate microprograms/interpreters. Prerequisites: Computer Science 103 and 231.

316—Object-Oriented Programming (3)

Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisites: Computer Science 102 and 231.

322—Data Structures and Algorithms. (3)

The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. Prerequisites: Computer Science 102 and 204 or Mathematics 285.

325—Programming Languages. (3)

A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisites: Computer Science 102 and 231.

390—Independent Study. (1–3 hours per semester, maximum 9 hours)

Advanced concepts in computer science. Individual independent study based on a plan of study submitted by the student and approved by the instructor and the division associate dean. An appropriate major project will be expected to be completed.

†411—Artificial Intelligence. (3)

Introduction to the field of artificial intelligence. Topics chosen from symbolic pattern matching, goal reduction, constraint propagation, problem solving, search techniques, knowledge representation, language understanding, rule based systems, and neural networks. Prerequisites: Computer Science 102 and 204.

425—Operating System Concepts. (3)

Principles of operating systems including: evolution to the present; concerns for the future; multiprogramming and the problems associated with it (memory management, CPU scheduling, protection, deadlock handling); file systems; virtual memory techniques; and disk scheduling. Prerequisite: Computer Science 303.

432—Computer Security. (3)

Computer security problems and solutions. Secure design techniques, principles of security architecture, discretionary and mandatory access controls, memory protection, execution domains, networks, distributed systems, legal and ethical issues. Same as Criminal Justice 432. Prerequisite: Computer Science 231.

433—Software Engineering. (2)

Theory and practice of development of large software systems. Concepts, tools and techniques used for project definition through implementation and maintenance. Development team approach emphasized. Prerequisite: Computer Science 322.

433L—Software Engineering Laboratory. (1)

Theory, tools, and techniques of software engineering applied to a major software development project. Prerequisite: Computer Science 433.

442—Introduction to Networks and Network Security. (3)

Topics include: network types, standards, topologies, network links, protocols, operating systems, security, and related issues, such as cost/benefit, politics, ethics, and the future. Prerequisite: Computer Science 231.

Construction Management

Social Sciences and Management Division

Faculty: Albert, Redd, Staff

133—Introduction to Building Construction. (3)

Comprehensive survey of the building process: specific parts and nomenclature of a building, steps and sequence involved in construction, and an overview of basic structural concepts and framing systems.

134—Construction Graphics. (3)

Architectural drawing techniques for building materials and systems. Construction systems and how their components interface.

135—Materials and Methods of Building Construction. (3)

Building materials and methods for installation, erection, and application. Basic structural systems of wood, masonry, concrete, and steel. Finish materials of doors, windows, insulation, roofing, paints, and plastics. At least one field trip is scheduled. Prerequisite: Construction Management 134 or permission of instructor.

233—Surveying. (3)

Plane surveying including the use of steel tape, transit, level and plane table; application of methods and principles in the solution of field problems—particularly the problems of contractors. Some mapping and study of land usage. Prerequisite: trigonometry.

234—Contract Documents. (3)

Reading and interpreting a complete set of contract documents. Comprehensive study of the relationship between working drawings and specifications. Prerequisite: Construction Management 135 or permission of instructor.

334—Estimating I. (3)

Quantity takeoff applications for a set of construction documents. Introduction to computer techniques for estimating. Prerequisite: Construction Management 234 or permission of instructor.

335—Estimating II. (3)

Detailed study of pricing strategies for building construction. Analysis of subcontractor bids. Investigate bidding strategies. Development of cost codes. Integrated with construction estimating software. Prerequisite: Construction Management 334 or permission of instructor.

336—Mechanical and Electrical Equipment. (3)

Study of the basic mechanical and electrical services for buildings.

337—Statics and Strength of Materials. (3)

Study of the basic laws of equilibrium to determine bending moment and shear in structural members, the internal resisting forces of structural members, and the properties of structural section. Prerequisites: Physics 151 with laboratory and Mathematics 104.

338—Structural Applications. (3)

Selected design procedures related to steel, wood, concrete, framing systems, beams, columns, footings. Prerequisite: Construction Management 337.

345—Construction Equipment. (3)

Heavy equipment for earthwork applications. Lifting equipment for materials and structural systems. Equipment selection, financing, and management. Prerequisite: Construction Management 234.

†431—Highway Construction. (3)

Principles and practices in the economics and planning and design of highways including basic standards of construction, materials, and drainage. Prerequisite: Construction Management 233.

432—Soils and Foundations. (3)

Fundamental characteristics of soil as related to building foundations, retaining walls and bracing for earth excavations. Methods of sampling soils, classifying soils, compacting soils, approximating foundation settlements and slope stabilization will be covered. Prerequisite: Construction Management 337.

434—Project Management. (3)

Organizations, operations, and methods for building construction: job-costing, procurement, contract administration, project buy out, documentation. Integrated with computer software. Prerequisite: Construction Management 437.

435—Structural Concrete. (3)

Fundamentals of reinforced concrete theory and design, analysis and design of slabs, beams, columns, and footings. Use of concrete in construction. Design and content of concrete mixes. Procedures employed in placing, finishing, and curing concrete in accordance with ACI standard codes. Prerequisite: Construction Management 337.

436—Temporary Structures. (3)

Procedures for the design of temporary structures used to support freshly placed concrete. Methods of temporary bracing for earth excavations in foundation construction. Emphasis on understanding and use of wood design tables prepared by the American Concrete Institute. Prerequisite: Construction Management 337.

437—Planning and Scheduling. (3)

Methods and concepts for planning, scheduling, and control of operations and resources on construction projects. Topics include bar charts, progress curves, critical path methods, and project networking techniques. Microcomputer applications. Prerequisite: Construction Management 335.

438—Safety and Quality Management. (3)

Organization, planning, and development of safety and quality control programs for construction. Workers compensation and OSHA regulations. Application of Total Quality Management concepts to construction problems. Open to juniors or seniors.

481—Field Work in Construction. (3)

Summer work experience in a meaningful construction job or assignment approved in advance by a member of the construction management faculty and the division associate dean. Project proposal, detailed report, and employer evaluation statement required. Pass/fail grade. Open only to construction management majors.

490—Independent Study. (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division associate dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Criminal Justice

Social Sciences and Management Division

Faculty: Gordon, Hyde, Orlin, Wiatrowski, Yu, Staff

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.

300—Special Topics in Criminal Justice. (1-3)

Consideration of one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit. (Limit of 12 credit hours.)

311—Applied Research in Criminal Justice. (3)

Conducting research and evaluation of a criminal justice program: developing data collection instruments, analyzing and interpreting data, and policy implications. Prerequisite: Sociology 276.

312—American Policing. (3)

Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends. Prerequisite: Criminal Justice 103 or equivalent.

313—Corruption and Organized Crime. (3)

Development of organized crime in the United States and its impact on social,

economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite: Criminal Justice 103 or equivalent.

314—Criminal Investigation. (3)

Theory and practice of investigative methodology in law enforcement. Techniques and procedures of evidence collection and presentation; use of crime laboratory as an investigative resource. Prerequisite: Criminal Justice 103 or equivalent.

321—Issues in Juvenile Justice. (3)

Philosophy and methods of criminal justice programs for the prevention and control of youth crime. History of the juvenile justice system, police handling of juveniles, the juvenile court, detention, and treatment of offenders. Prerequisite: Criminal Justice 103 or equivalent.

324—American Corrections. (3)

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

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.

334—Economic Crime Investigation. (3)

White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite: Criminal Justice 103 or equivalent.

335—Cybercrime and Computer Forensics. (3)

Cybercrimes including computer crimes, Internet fraud, e-commerce and threats to the national infrastructure. Examination of root methods and tools used in computer forensics. Policy and legal issues relating to cybercrimes and computer forensics.

342—Constitutional Law in the Criminal Process. (3)

Case study approach to theoretical and applied knowledge of constitutional issues affecting the criminal justice system. Develops research and analytical skills for further study of the Constitution and its changing interpretation. Prerequisite: Government and Politics 341.

343—Law of Economic Crime. (3)

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

351—Comparative Criminal Justice Systems. (3)

Design, operation, and legal basis for systems of justice in other countries. Governmental, political, demographic, and economic factors in past and current trends in the adjudication of offenders. Cross-cultural analysis of causes of crime and systems of justice. Prerequisite: Criminal Justice 103.

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.

432—Computer Security. (3)

Computer security issues, problems, and solutions. Includes secure computer design techniques, principles of security architecture, discretionary and mandatory access controls, memory protection, execution domains, networks, distributed systems, legal and ethical issues. Same as Computer Science 432. Prerequisite: Computer Science 231.

441—Applied Legal Research and Communication. (3)

Develops analytical and practical skills appropriate for those desiring to work in the legal field. Case analysis, legal bibliography, legal research, preparation of legal memoranda and appellate briefs. Moot court experience is provided. Prerequisite: Government and Politics 341 or permission of instructor.

461—Senior Seminar. (3)

Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite: permission of instructor.

470—Internship. (6-15)

Participation on staff of criminal justice agency under co-supervision of faculty and agency personnel. Field experience, periodic conferences and seminars, written and reading assignments designed to combine theory and professional practice. Prerequisite: permission of instructor.

490—Independent Study. (1-6)

Exploration of criminal justice problems in depth. Individual independent study on plan submitted by the student. Prerequisite: permission of instructor.

Critical Languages

Social Sciences and Management Division

Faculty: Staff

101, 102, 201, 202—Independent Study in the Critical Languages. (3-12)

Languages such as Arabic, Hebrew, Hindi, Japanese, and Swahili are offered by the use of tapes. Students can study the language at their own speed. A tutor supervises each student's work weekly. Tapes are available in the language laboratory or can be reproduced on individual cassettes for outside use. An examiner specifies at the end of each semester, after testing, the level of each student's performance.

Economics

Social Sciences and Management Division

Faculty: Blanchfield, Fenner, Neun, Staff

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.

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.

241—Statistics. (3)

Application of statistical methods in management and economics. Descriptive statistics, probability, normal curve, sampling, confidence intervals, hypothesis testing, correlation, and regression. Prerequisites: Completion of mathematics and computer requirements in component one of core. Students may not also take for credit Psychology/Sociology 211 or Mathematics 112.

331—Intermediate Microeconomic Theory. (3)

Study of the concepts and tools for analysis of the behavior of business firms in their pricing, production, purchasing, and employment policies; relationship of the individual firm to the general pricing process as applied to products and productive agents under conditions of competition, imperfect competition, and economic data. Prerequisites: Economics 131 and 141.

†332—Managerial Economics. (3)

Introduction to econometric models and the tools of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisites: Economics 131, 141, and 241.

341—Intermediate Macroeconomic Theory. (3)

National Product and income concepts, measurements, and relationships; inter-relationships of the major segments of the national economy; forces affecting the general level of economic activity. Prerequisites: Economics 131 and 141.

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 operations, central banking principles and operation, monetary theory. Students may not take both Economics 343 and Finance 343 for credit. Prerequisites: Economics 131 and 141.

344—Labor Problems. (3)

A study of the theory and operation of the American labor market with particular attention to problems of unemployment, wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisites: Economics 131 and 141 or permission of instructor.

***345—History of Economic Thought. (3)**

The evolution of economic thought during the last 300 years. The socioeconomic milieu as well as the theories of major writers are considered. Prerequisites: Economics 131 and 141.

†346—Government and Economic Life. (3)

Economic theory as applied to historic and current issues of public policy. Governmental planning and control of industry, resources, prices, banking, and business fluctuations. Prerequisite: Economics 141.

***347—American Economic Development. (3)**

Problems of money and banking, concentration and control of industry, foreign economic relations, economic stabilization and expansion, agriculture, industry, transportation, and trade. Interpretation of current issues in terms of influences which have created them. Prerequisite: Economics 141 or permission of instructor.

348—Business and Economic Forecasting. (3)

Study of methodology of forecasting business activity of individual firms, industries, and the economy. Emphasizes forecasting of business cycles and predictions of political and social events which might enter into business decisions. Prerequisites: Economics 241 and Mathematics 144 or permission of instructor.

349—Urban Economics. (3)

The theory of the location of economic activity in urban areas. Applications of location theory and welfare economics to problems of poverty, human resources, housing, transportation, and discrimination. Urban growth and development. Prerequisite: Economics 131.

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.

442—Public Finance. (3)

Economics of the public sector. Analysis of revenues and expenditures of federal, state, and local governments; public debt; tax incidence; tax policy; fiscal federalism; and public choice theory. Prerequisites: Economics 131 and 141.

443—International Trade. (3)

Study of trade theory, international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements. Prerequisites: Economics 131 and 141.

†444—Economic Development. (3)

Theory and history of economic development. Roles of capital, labor, land, entrepreneurship, education, government, international trade, aid, and finance. Obstacles to development, and social, political, and economic factors underlying development. Prerequisites: Economics 131 and 141.

†445—Environmental Economics. (3)

Introduction to the problem of the economic obstacles in cleaning the environment. Emphasizes the deficiencies of economic theory in not accounting for the waste products of our production. Prerequisites: Economics 131 and 141.

447—Comparative Economic Systems. (3)

Comparative analysis of the different ways that countries solved their fundamental economic problems. Covers all systems from capitalism to communism. Prerequisites: Economics 131 and 141.

449—Foreign Trade Management. (3)

Practical knowledge of essential techniques in export and import management. Prerequisites: Economics 131 and 141.

464—Managerial Economics. (3)

Application of economics principles and methodologies to the decision-making process of the business firm operating under conditions of risk and uncertainty. Prerequisites: Economics 131, 141, and 241.

470—Internship. (3–12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Prerequisites: Economics 131, 141, 241, 331 or 332, 341.

475—Research Methods in Economics. (3)

Research methods used by economists. Statistical skills, computer applications, library work, methods of organizing and analyzing data will be studied. Research project required. Prerequisite: Economics 131, 141, 241, 331 or 332, 341 or 343.

490—Independent Study. (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division associate dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Education, Professional Health and Human Studies Division

Faculty: Channer-Dugan, Dorow, Fisch, Staff

201—Applied Educational Psychology. (3)

First course in teacher education sequence. Cognitive processes, memory and concepts, problem solving, creativity, moral development, self-concept, behaviorism, motivation, social learning, classroom management, and exceptional students. Two hours per week tutoring required.

218—Elementary Education: Curriculum and Instruction. (3)

Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and interrelationships.

303—Reading and Study in the Secondary School. (3)

Materials and methods for teaching vocabulary, comprehension, study skills; formal and informal testing, pupil interests, and recreational reading. Two hours weekly spent tutoring high school students.

304—Tutoring in the Young Scholars Program. (1)

Tutoring in local schools through the Young Scholars Program. Students who enroll must make a full semester commitment to tutor on a regular basis at least one time a week. May be repeated once.

312—Practical Teaching Methodologies. (3)

Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. Limited observation in local schools required. Twelve hours of fieldwork required.

313—Methods and Curriculum in Teaching. (3)

Course, unit, and lesson planning; tests and measurement; classroom discipline problems; subject-specific methods; and curriculum implementation. Prerequisite: Education 312.

314—Literature for Young Readers. (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 Newbery and Caldecott Award winners, presents concept techniques of bibliotherapy.

315—Elementary Education: Reading Instruction. (3)

Beginning reading instruction and methods, materials, and processes for the development of reading proficiency. Instructional planning, assessment and evaluation, diagnostic procedures, development of critical thinking and individualized reading programs, cultural and linguistic differences. Requires two hours per week in a school setting. Prerequisite: Education 218 or permission of instructor.

316—Elementary Education: Language Arts and Social Studies. (3)

Major components of primary and elementary school language arts and their interrelatedness. Emphasis on application of language arts to the content and instructional materials used to teach social studies, PreK-6. Requires 20 hours of field experience in a school. Prerequisite: Education 218 or permission of instructor.

317—Elementary Education: Mathematics and Science. (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics and science in pre-school through grade six. Clinical observation and small group tutoring in local schools or early childhood centers depending on grade emphasis. Requires 20 hours of field experience. Prerequisite: Education 218 or permission of instructor.

321—Foundations of American Education. (3)

Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Prerequisite: Education 312 or Education 315 or permission of instructor.

411—Instructional Approaches and Assessments. (3)

Examines the relationship between instructional approaches and assessments; standardized and classroom testing; authentic assessment; test construction; assessment strategies for inclusive classrooms.

471—Student Teaching Seminar. (0)

Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, and portfolio development. Meets weekly. Corequisite: Education 475, 476.

475—Student Teaching I. (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in either English as a Second Language, Elementary, or Secondary Education. Corequisite: Education 476. Permission of director required.

476—Student Teaching II. (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in either English as a Second Language, Elementary, or Secondary Education. Corequisite: Education 475. Permission of director required.

490—Independent Study. (3)

Individual projects, creative or academic, with a minimum of supervision. Application of previous semester must include specific proposal for content and evaluation of the project. May be repeated with permission.

Engineering

Arts and Sciences Division

Faculty: Day, Moses, Rockefeller, Staff

251—Electrical Engineering. (4)

Analysis of d.c., a.c., and transient electrical circuits and their instrumentation (oscilloscopes, signal generators, power supplies, digital and analog multimeters). Introduction to electronics: transistors, operational amplifiers, and other integrated circuits. Lecture and laboratory. Fall semester. Same as Physics 251. Prerequisite: Physics 162.

281—Engineering Mechanics: Statics. (3)

For pre-engineering and physics students; the composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies; friction, applications, principle of virtual work. Fall semester. Same as Physics 281. Prerequisites: Physics 161 and Mathematics 162.

282—Engineering Mechanics: Dynamics. (3)

For pre-engineering and physics students. Moment and product of inertia; principle axes; laws of motion (rectilinear, curvilinear, central force, variable force, in a resisting medium, rotational, and constrained); D'Alembert's Principle; work, energy, and power; applications. Spring semester. Same as Physics 282. Prerequisite: Engineering 281.

English**

Arts and Sciences Division

Faculty: Bergmann, Cartwright, Cormican, Ham, Hutchinson, Janda, Matza, Nassar, Orr, Scannell, Staff

Writing Center.

A non-credit tutorial service available to any Utica College student who wishes help with particular writing problems.

100—Writing Skills. (1-2)

Provides in-depth review of grammar, improvement of mechanical accuracy, emphasis on sentence writing, and construction of paragraphs. Two credits during

regular semesters and one credit during summer sessions. By permission of Academic Support Services Center.

101—Written Communication I. (3)
Practice in college-level writing, focusing on the expository essay.

102—Written Communication II. (3)
Further practice in college-level writing, focusing on research.

103—Introduction to the English Language. (3)

An examination of the influence of language on attitude and perception, manipulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

135—Introduction to Literature. (3)
Study of literary genres: fiction, poetry, drama, basic strategies for better understanding and enjoyment.

195—American Literature and Culture. (3)

Exploration of this country's hopes, failures, and achievements as depicted in major poetry, prose, drama, cinema, painting.

235H—Studies in Literature. (3)
Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

245—Major Figures in English Literature: Through the 18th Century. (3)

Introductory survey of major English authors from the Middle Ages through the 18th century: Chaucer, Shakespeare, 17th century poets, Milton, Swift, Pope, and Johnson.

246—Major Figures in English Literature: Since the 18th Century. (3)

Introductory survey of major English authors from the Romantic movement of the 19th century to modern times: Wordsworth, Keats, Tennyson, Browning, Conrad, Joyce, Yeats, and Eliot.

**Also see courses listed under World Literature.

***304—Advanced Composition. (3)**

Practice in various techniques of expository writing combined with analysis of the expository, descriptive, argumentative, and narrative modes, with the intent of helping each student develop an individual and effective prose style.

307—Beginning Creative Writing. (3)

Writing projects in poetry, short story, and drama. Reading assignments to illustrate each genre, exercises to develop creative skills, and regular writing. Frequent presentations of student work in class.

***308—Advanced Creative Writing. (3)**

Advanced practice in writing fiction, poetry, or drama. Students arrange with instructor to work in one genre. Student work presented for class discussion. Prerequisite: English 307 with grade of B or better, or permission of instructor.

***311—Modern English Grammar. (3)**

An extensive study of the structure of the English language using structuralist and transformational models with a short introduction to the development of the traditional school grammars. Recommended for prospective teachers.

***313—American Social Dialects. (3)**

A practical introduction to the study of geographic, social, and urban dialectology with an emphasis on the relationship to the students' field of interest such as social work, sociology education, and others.

***315—Writing in the Professions. (3)**

Practice, theory, and research concerning writing techniques used in business, scientific, and technical disciplines. Letters, reports, abstracts, technical manuals, charts and graphs, outlines, and proposals. Documentation required in industry, science, and technical management. Prerequisite: English 102.

***316—Principles and Practice of ESL. (3)**

Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including testing, in speaking, reading, writing, communication, and culture.

***317—ESL Through the Subject Areas. (3)**

Provides materials and techniques for teaching ESL through mathematics, science, and social studies.

***318—Introduction to Linguistics. (3)**

An introduction to the systematic nature of language and methods of analysis of the system of sound, word formation, and syntax. Includes analysis of non-English languages.

†335—Renaissance Literature: 1500-1660. (3)

Study of major British writers during the Tudor and Stuart periods. Emphasis on development of poetry and prose style. Transition from medieval to modern modes of thought as reflected in literature of this period.

†345—Restoration and Eighteenth Century Literature: 1660-1792. (3)

Readings in the poets, novelists, and dramatists of the Restoration and 18th century (1660–1792) may include Dryden, Congreve, Swift, Pope, Gay, DeFoe, Fielding, Sterne, Johnson, Boswell, Goldsmith, and Sheridan.

***351—Language and Culture. (3)**

The interrelation between culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problem of sociolinguistics and communication. Same as Anthropology 351.

†355—Literature of the Romantic Period. (3)

Novels, essays, and poetry of such authors as Wordsworth, Coleridge, Mary Shelley, Scott, and Austen. Emphasis on modes of literary expression and Romantic attitudes and ideas.

†356—Literature of the Victorian Period. (3)

Novels, essays, and poetry of such authors as Tennyson, Ruskin, Carlyle, Dickens, Eliot, and Hardy. Consideration of pervasive Victorian ideas and attitudes.

†357—Modern British Literature. (3)

Major British writers and works from 1900 to the present, viewed in a historical context. All genres will be included.

367—Shakespearean Drama. (3)

Introduction to Shakespeare, including some of the most familiar plays: *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Macbeth*, selected comedies and histories.

***372—Studies in Short Fiction. (3)**

A study of earlier and contemporary short stories and novelle, including works in translation and in English with emphasis on the latter.

***374—Forms and Art of Poetry. (3)**

An intensive reading and critical analysis of selected short poems in English and American literature with emphasis on those most frequently taught in secondary schools.

†375—History and Literature of the Theatre. (3)

Forms of drama (tragedy, comedy, tragicomedy, and others) from ancient Greece to the present. Same as Theatre 375.

***385—American Literature: 1820–1860. (3)**

Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others.

***386—American Literature: 1860–1910. (3)**

Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others.

***395—American Literature: 1910–1945. (3)**

In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, others.

***396—American Literature: 1945 to the Present. (3)**

In-depth survey of major contributions by American poets and fiction writers since the Second World War.

***397—Modern American Poetry. (3)**

Extensive readings in and close analysis of the major poetic texts of Robert Frost, Wallace Stevens, William Carlos Williams, Ezra Pound, T. S. Eliot, Hart Crane, Robert Lowell, and others.

***398—Literary Criticism, Research, and Theory. (3)**

History of literary criticism and theory, from Plato to the contemporary scene. Focus on close analysis of literary texts. Brief survey of methods of literary research. Recommended for students intending graduate study.

***400—Studies in British or American Writers. (3)**

Concentrated study emphasizing a specific period, genre, author, or theme. Possible offerings include Chaucer, Milton, Elizabethan and Jacobean drama, African-American writers, the Mystery Novel, the English Bible. May count only once toward English major.

***408—History of the English Language. (3)**

A study of the evolution of English from earliest to modern times, with emphasis on sound, word-formation, and syntactic changes and some attention to the external history and social forces.

†410, 420, 430—Topics in Language and Literature. (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major.

489, 499—Honors Tutorial. (3, 3)

Students work with a faculty supervisor on a challenging academic or creative project. By invitation only.

490—Independent Study. (3)

Film

Social Sciences and Management Division

Faculty: Staff

201—The Language of Film. (3)

Exploration of the film experience and its ability to create meaning, using a survey of historical periods, a broad range of film types, and a variety of theoretical approaches.

***300—Film Genres. (3)**

In-depth exploration of a particular film genre: comedy, horror, the western, ethnographic film, animation, experimental film. (May be repeated once, provided topic is changed.)

***301—Film and Literature. (3)**

Exploration of relationships between literature and film, including adaptation of literary works to film, influence of film and literature on each other, and proliferation of films in which reading of written texts is central.

***303—Blacks and Film. (3)**

In-depth exploration of the history of African-Americans as film imagery and as filmmakers.

***304—Women and Film. (3)**

In-depth exploration of the history of women as film imagery and as filmmakers.

310—Currents in Contemporary Film. (1)

Informal exposure to recent developments in narrative film, documentary, and experimental film. Weekly attendance at Thursday evening film series required. May be taken three times for credit.

Finance

Social Sciences and Management Division

Faculty: B. Dunn, Neun, Staff

251—Corporation Finance. (3)

General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisites: Accounting 102, 105, or permission of instructor.

343—Money and Banking. (3)

See Economics 343. Students cannot take both Economics 343 and Finance 343 for credit.

351—Financial Management. (3)

Problems and procedures of financial management encountered in the normal operations of a corporation. These include financial budgeting and control, acquisition and management of working capital, equipment replacement, and dividend and expansion policies. Prerequisite: Finance 251.

352—Investments. (3)

Designed both for those who expect to enter financial work and for those who wish a knowledge of investments for personal use. After an initial consideration of basic investment principles, attention is devoted to various types of investment media, analysis of industries and securities, and investment management of specific funds. Individual and institutional problems are considered. Prerequisite: Finance 251 or permission of instructor.

Fine Arts

Arts and Sciences Division

Faculty: Cimbalo, Staff

Studio courses in Fine Arts are open to all students with permission from the Division Associate Dean.

115—Introduction to Art. (3)

Basic concepts for experiencing and understanding art. Art defined through the study of elements, techniques, styles, and ideas.

121M–128M—Studio Courses. (1)

Under this title matriculated UC students may receive college credit for any of the studio art classes for adults offered by Munson-Williams-Proctor (MWP) School of Art. Generic titles, listed below, will be completed with specific topics offered each semester.

- 121M Drawing Topics
- 122M Design Topics
- 123M Painting Topics
- 124M Sculpture Topics
- 125M Printmaking Topics
- 126M Pottery Topics
- 127M Photography Topics
- 128M Jewelry Making/Silversmithing

With the exception of 128M, which does not vary in content, courses may be repeated so long as specific topics are not the same.

The MWP semester is slightly different from Utica College's, so students should check their own calendars carefully.

Limit is two courses per semester, maximum of nine hours total credit toward graduation. Spaces are limited.

133M—Two Dimensional Design I. (3)

Studio projects enable the student to work with basic elements—points, lines, planes, value, texture, and color—and to evaluate the results as well as his/her own understanding and capabilities as a designer. Studio course.

134M—Color Theory. (3)

Color in the organization of the two-dimensional surface and its practical use in our visual environment. Physical and optical mixture, color relativity, and spatial and transparency illusions are explored and applied to projects.

135M—Three Dimensional Design I. (3)

Study and construction of stable, static, and dynamic structures. Physical and aesthetic theories translated into sculptured and architectonic mechanisms.

141M—Figure Drawing I. (3)

Study of the human figure in various drawing media, involving both the objective perception of the figure and the transformation of the figure into design structures.

151—General Drawing. (3)

A basic art program introducing the principles and practices of drawing. The program involves lecture periods, class discussions, demonstrations, research assignments, and studio assignments.

154—Elements of Art. (3)

Introduction and analysis of such elements as line, mass, form, color, texture, space, and shape in art. Class projects to develop skills in the implementation of these elements in students' work.

See sections on Architecture, Film, Music, and Theatre.

***201S—Beginning Ceramics. (3)**

Study of history and properties of clay, glazes, and clay firing, including both hand building and wheel thrown methods.

***217S—Sculpture Principles. (3)**

Casting and mold making, demonstrations, lectures, studio and research assignments.

***231S—Two Dimensional Design II. (3)**

Emphasis on the role of color in the organization of the two-dimensional surface, as well as its practical use in our own visual environment. Projects concerned with practical design issues.

***242S—Figure Drawing II. (3)**

Drawing of nude and costumed models to develop an understanding of how the human body supports and shapes clothing.

245—History of Art I. (3)

Art from pre-history to medieval times. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

246—History of Art II. (3)

Proto-Renaissance to the present. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

251M—General Drawing II. (3)

Emphasizes an interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Studio course. Prerequisite: Fine Arts 151.

261M—Black and White Photography. (3)

Topics include the history and aesthetics of photography, technical aspects of film, cameras, lenses, exposure controls, and darkroom processes.

263M—Color Photography. (3)

Standard and alternative processes and techniques, color films and color printing.

***281S—Painting Principles. (3)**

A basic art program introducing the principles and practices of painting. The program involves lecture periods, class discussions, demonstrations, research assignments, and studio assignments.

†303S—Three Dimensional Design II. (3)

Architecture, environment, objects, their meaning, and functional values of form. Translation of the ideal sense of meaning and use into objective design constructions. Group critiques are part of each project.

305M—Painting I. (3)

Oil and acrylic painting: drawing and composition, fundamental materials and techniques, the use of value and pattern, basic color theory and color mixture.

Prerequisite: Fine Arts 281S.

306M—Painting II. (3)

Refinement of painting skills. Sustained methods, glazing, and the interpretation of subject matter emphasized. Studio course.

Prerequisite: Fine Arts 281S.

311M—Ceramics: Potter's Wheel. (3)

Basic throwing skills from centering to functional design. Exploration of expressive qualities of clay, aesthetic approaches and attitudes. Prerequisite: Fine Arts 135M.

317M—Sculpture I. (3)

Welded steel sculpture covering figural, volumetric, linear, spatial, kinetic, biomorphic, and geometric issues. Basic cutting and joining of oxacetylene and electric arc techniques. Prerequisite: Fine Arts 217S.

318M—Sculpture II. (3)

Techniques and processes of construction, carving, and welding using wood, stone and steel. Geometric, biomorphic, and spatial kinetic form. Slide lectures and group critiques. Prerequisite: Fine Arts 217S.

321M—Ceramics: Design and Sculpture. (3)

Non-figurative exploration of space, mass, volume and surface using clay as medium employing various firing techniques. Development of expressive ideas through the use of formal elements, slides, lectures and discussions. Prerequisite: Fine Arts 135M.

*344S—Creative Expression. (3)

Examination and use of common images/symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

†351S—Advanced Drawing. (3)

Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Permission of instructor.

371M—Printmaking: Relief. (3)

Traditional relief printmaking techniques. Experimental relief approaches utilizing found objects, stamped prints and cardboard prints will also be investigated. Lectures and demonstrations will supplement studio work.

372M—Printmaking: Intaglio. (3)

Intaglio processes, dry point, etching, and embossing. Making multiple originals; experimental approaches and techniques.

*400—Studies in Art History. (3)

Intensive study in a single period, school, or aesthetic. Topics will vary from term to term. May be repeated for credit, provided topics are not the same.

†407S—Painting III. (3)

Painting problems involving both technical and conceptual processes of form and content. Student encouraged to identify and pursue personal painting goals.

†481S—Supervised Sculpture Study. (3)

Provides the opportunity to pursue a specialized area of sculpture in depth with individualized instruction. Permission of instructor.

†483S—Life Studies. (3)

Advanced study of techniques, composition, and dynamics of groups of figures both nude and clothed in a realistic space. Fantasy and on site studies to produce finished drawings. Permission of instructor.

†491S—Supervised Painting Study. (3)

Opportunity to pursue a specialized area of painting in depth with individualized instruction. Permission of the instructor.

French

Social Sciences and Management Division

Faculty: Little, Staff

101—Beginning French I. (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

102—Beginning French II. (3)

Continuation of French 101; prerequisite: French 101 or equivalent.

201—Intermediate French I. (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite: French 102 or equivalent.

202—Intermediate French II. (3)

Continuation of French 201. Prerequisite: French 201 or equivalent.

***237—French Conversation and Grammar Review. (3)**

Thorough conversational practice. Training in oral comprehension and use of the French language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: French 202 or equivalent (in turn, French 237 is a prerequisite for French 327).

***247—French Civilization and Culture. (3)**

An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student's cultural interests. Prerequisite: French 202 or equivalent.

***327—Spoken French. (3)**

Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite: French 237 or equivalent or permission of instructor.

***388—Masterpieces of French Literature. (3)**

Readings and critical analysis of representative works. Discussion of their importance in representative literary movements. Oral and written reports. Conducted in French. Prerequisite: French 202 or equivalent.

490—Independent Study. (3)

Geology

Arts and Sciences Division

Faculty: Staff

105—Society, Earth, and the Environment. (3)

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

115—Elementary Oceanography. (3)

Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of sea water, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

125—General Geology. (4)

Understanding and appreciation of the earth upon which we live; its composition, structure, and landforms, and the physical, chemical, and biological agencies active in their production. Lectures, laboratory, field trips.

126—Historical Geology. (4)

The history and development of the earth and the origin and evolution of the life upon the earth with emphasis on North America. Lectures, laboratory, field trips.

†201—Geomorphology. (4)

Study of the origin, history, and characteristics of landforms produced by exogenic and endogenic processes acting upon earth materials and structures. Lectures, laboratory, field trips. Prerequisite: Geology 125 or permission of instructor.

†211—Paleontology. (5)

Major groups of fossil invertebrates studied in biological sequence: morphological features and identification, evolution, and relationship to environments and the sedimentary deposits in which they occur. Lectures, five-hour laboratory, field trips. Prerequisites: Geology 125 and 126.

†390—Independent Study. (1-6)

Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisites: permission of the division and at least a 3.0 average in geology courses.

†398—Structural Geology. (4)

Primary and secondary structures of rock masses and their modes of formation. Methods of geological field study and laboratory interpretation. Lectures, laboratory, field trips. Prerequisite: Geology 125.

†415—Stratigraphy and Sedimentation. (4)

Basic principles governing the interpretation, correlation, and classification of stratigraphic units. Laboratory and field study of the properties of sediments and sedimentary rocks. Interpretation of the origin, mode of transportation, and environment of deposition from physical characteristics. Lectures, laboratory, field trips. Prerequisite: Geology 125.

German

Social Sciences and Management Division

Faculty: Bergmann, Staff

101—Beginning German I. (3)

Pronunciation and aural comprehension; elementary grammar; oral and written

practice; reading of the simple prose. Language lab required.

102—Beginning German II. (3)

Continuation of German 101. Prerequisite: German 101 or equivalent.

†201—Intermediate German I. (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite: German 102 or equivalent.

†202—Intermediate German II. (3)

Continuation of German 201. Prerequisite: German 201 or equivalent.

290—Independent Study. (3)

Gerontology

Health and Human Studies Division

Faculty: Ferguson, Lucchino, Maurer, Staff

101—Introduction to Aging. (3)

Historical overview of aging in the United States; its influence on the development of current social policies; and the impact of changing Demographics on future social and economic policies.

214—Biology of Aging. (3)

Biological changes in the cellular and organismic system and their effects on drug tolerance and nutrition. Emphasis is placed on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Same as Biology 214.

270—Introduction to Aging Network – Community Placement. (1)

Introduction to range of settings in aging network. Each course focuses on a different setting. Includes in-class and field experience. May be repeated three times in different settings.

300—Special Topics in Gerontology. (3)

Issues affecting the aged, such as environmental accessibility, aging in special populations, and administration of services.

325—Personalized Care Model. (3)

Sensitizes gerontological personnel to the importance of a continuum of care for the aging individual through a holistic view of the biophysical and psychosocial changes experienced by the aging population.

377—Social Gerontology: Field Work Seminar. (3)

An analysis of various aspects of aging in American society with emphasis on change and adjustments during the life span. Student interviews with older persons on one-to-one basis. Same as Sociology 377.

411—Aging and Mental Health. (3)

Personality, adjustment, and deviant modes of development in old age. Etiology and treatment including drugs and drug effects. Prerequisites: Biology/Gerontology 214 and Gerontology 101.

470—Experiences in Gerontology. (3)

Exploration of gerontology issues through an individualized plan that integrates theory with practical experience.

Government and Politics

Social Sciences and Management Division

Faculty: Baissa, Emmert, Orlin, Richmond, Staff

101—Introduction to Politics and American Government. (3)

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

†102—Introduction to Comparative Politics. (3)

Comparison of governmental institutions and the political process in several contemporary national political systems, both Western and non-Western. Attention given to the methods used in studying comparative politics.

212—American Political Parties and Elections. (3)

Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite: Government and Politics 101 or permission of instructor.

†215—Public Opinion and Political Behavior. (3)

Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite: Government and Politics 101 or permission of instructor.

†221—State and Local Government. (3)

Examination of the structure, politics, policy process, and problems of American state and local governments as they function within the federal system.

235—Civil Rights, Public Policy, and Social Change. (3)

People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as Social Studies 235.

242—Jurisprudence and the American Legal System. (3)

Introduction to court system, appellate process, and interrelationship of federal and state courts. Includes penal law, criminal procedure law, correctional law, and basics of civil law and procedure. Techniques of case method, briefing, and statutory analysis.

251—Congress and the Legislative Process. (3)

Analysis of salient features of legislative process and their influence on public policy. Problems of representation; formal procedures; folkways; committee structure; party organization; legislative leadership; constituents; lobbyists; role of the Presidency. Prerequisite: Government and Politics 101 or permission of instructor.

261—International Relations. (3)

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

271—European Politics. (3)

Politics and government in the United Kingdom, France, Germany, and the European Community. Political culture, parties, institutions, and electoral politics.

281—Political Ideas and Ideologies. (3)

Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

†313—Campaign Management. (3)

Principles and problems underlying the conduct of political campaigns. Analysis of techniques used in fund-raising; campaign organization; advance work; use of mass media; legal aspects; ethical considerations. Prerequisite: Government and Politics 212 or permission of instructor.

332—Public Administration. (3)

Introduction to principles and problems of administering government agencies. Includes: nature of bureaucracy, bureaucratic politics, inter-governmental relations, organization theory, decision-making, leadership, personnel management, budgeting, regulation, program implementation, ethics, and accountability.

333—American Public Policy. (3)

Examination of the relationship of government units to their environment. Exploration of the way policy is formulated, adopted, and implemented in the American political system. Discussion, using case studies, of both formal and informal channels of decision-making.

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.

345—Constitutional Law in the Governmental Process. (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Prerequisite: Government and Politics 101.

346—Civil Liberties. (3)

Problems of civil liberties as interpreted by the Courts, as implemented by legislation, and as discussed as public issues.

***363—International Organizations. (3)**

Development, organization, and operation of social, economic, and political institutions. Prerequisite: Government and Politics 261.

364—International Law. (3)

Principles and rules concerning the conduct of nation-states, including use of force, status of nationals, jurisdictional questions, status and functions of governmental personnel, treaties, and organizational questions. Prerequisite: Government and Politics 261 or permission of instructor.

365—American Foreign Policy. (3)

Concepts and development of U.S. foreign policy. Historical overview, U.S. policies toward specific regions, and problems of policy-making and implementation. Prerequisite: Government and Politics 261 or permission of instructor.

368—International Political Economy. (3)

Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

†372—Russian Politics. (3)

Political processes and governmental structures in Russia. Political culture, parties, institutions, electoral politics, policy-making and implementation.

†373—African Politics. (3)

Examination of such major trends in Africa as political development, socialism, the one-party state, the role of the military, and the interaction between Africa and the West.

†374—Latin American Politics. (3)

Comparative study of major institutions and forces in Latin American politics. Includes role of parties, military, church, elites, and political economy; role of United States. Selected case studies from South and Central America and Caribbean.

†375—Political Change in Developing Nations. (3)

Comparative study of political change in the context of selected African, Asian, and Latin American nations. Emphasis on both the process of development, and the structures of political competition.

†382—American Political Concepts. (3)

American political concepts, especially justice and liberty, in their relation to courts and other political institutions. Emphasis on development, under social and economic pressure, of American ideas concerning fundamental rights, and of procedures for giving effect to them.

†400—Contemporary Political Problems. (1–3)

Considerations of one or more contemporary problems in seminars. Tailored by individual instructors. Each variation may be taken for credit. Prerequisite: permission of instructor. (Limit of 12 credit hours.)

435—Political Leadership and the American Presidency. (3)

Study of political leadership as it relates to the American Presidency. Analysis of the institution, decision-making processes, exercise of power, and theories of presidential personalities. Seminar format. Prerequisites: Government and Politics 101, 212, and 251 or permission of instructor.

Students may enroll in any one, or combination of, the following internships for a maximum of six credit hours (12 credit hours for established programs such as New York State Legislative Intern Programs or Washington Center). Prior approval of, and arrangement through, department faculty required.

464—International Protection of Human Rights. (3)

Exploration of human rights protection as an increasingly internationalized process

and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control and remedy abuse of sovereign power.

471—Campaign Internship. (3 or 6)

Participation as staff member in campaign organization under co-supervision of designated faculty person and campaign personnel. Periodic conferences to discuss relationship between experience and campaign management principles follow intensive, two-month, supervised internship. Readings and written work required. Prerequisites: Government and Politics 212 and 313 or permission of instructor.

472—Public Interest Organization Internship. (3 or 6)

Participation as staff member in an established public interest organization under co-supervision of designated faculty and agency staff persons. Periodic conferences, readings, and written work required. Prerequisites, dependent on setting: Government and Politics 212, 242, 251, 332 or permission of instructor.

473—Administrative Internships. (3 or 6)

Participation as staff member in an established administrative agency under co-supervision of designated faculty and agency staff persons. Periodic conferences, readings, and written work required. Prerequisite: Government and Politics 332 or permission of instructor.

474—Judicial Internship. (3 or 6)

Participation on judicial staff under co-supervision of designated faculty person and court personnel. Periodic conferences, readings, and written work required. Prerequisites: Government and Politics 242, 345, 346, or permission of instructor.

475—Legislative Internship. (3, 6, or 9)

Participation on legislative staff under co-supervision of designated faculty and legislative staff persons. Possible participation in New York State Legislative Intern Programs. Periodic conferences, readings, and written work required. Prerequisite: Government and Politics 251 or permission of instructor.

490—Independent Study. (1-6)

Exploration of political problems in depth. Individual independent study on plan submitted by the student. Prerequisite: permission of instructor. (Maximum credit of six hours with no more than three in any semester.)

Health Sciences

Health and Human Studies Division

Faculty: Staff

105—Applied Techniques in Emergency Care. (2)

Knowledge and practical experience in administering emergency care to the sick and injured. Students receive both the Advanced First Aid and Cardiopulmonary Resuscitation certificates upon satisfactory completion. Includes lecture and laboratory.

110—Health Studies Seminar. (.5)

Current topics in basic science, clinical science, research, and health policy are discussed. (May be repeated 6 times for credit.)

113—Understanding Alcoholism, Chemical Dependency, and Mental Health. (3)

Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

200—Current Topics in Health Care. (1-3)

Topics which focus on current issues and research in health care. Emphasis will be on consumer, professional, and societal impact of current trends. Open to all students.

***201—Manual Communication I. (3)**

Expressive and receptive skills in signing and fingers spelling using English language syntax. Hearing impairment, needs of the hearing impaired, and intervention with hearing impaired.

***202(D)—Manual Communication II. (3)**

Recognition, recall, and production of signs accurately and fluently. Emphasis on application of total communication skills in simulated and actual life situations. Prerequisite: Health Sciences 201.

207—Clinical Subjects: General Medicine and Pediatrics. (3)

Survey of common medical diseases and conditions of children and adults, including those requiring surgical intervention. Prerequisites: Biology 101, 102. Occupational therapy, physical therapy, and child life majors only or permission of instructor.

245—Human Development Process. (3)

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

298—Clinical Subjects: Orthopedics and Neurology. (3)

Recognition of commonly encountered orthopedic and neurological disabilities and their treatment. Prerequisite: Biology 201. Occupational therapy and physical therapy majors only or permission of instructor.

401—Senior Seminar. (3)

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

445—Clinical Research. (3)

Research methods employed in clinical settings. Quantitative and qualitative methods; research designs related to clinical situations. Prerequisites: Mathematics 112 or Psychology/Sociology 211; senior standing.

History

Social Sciences and Management Division

Faculty: Becker, Metzler, Swanson, Staff

105—World History I. (3)

World history up to 1500. Asia, Africa, Europe, the Middle East, and the Americas.

106—World History II. (3)

World history from 1500 to the present. Asia, Africa, Europe, the Middle East, and the Americas.

200, 300, 400—Selected Topics. (1–3 hours each)

Topics in various aspects of history. May vary from year to year. Prerequisite: Permission of the instructor.

202—Introduction to East Asian History. (3)

Survey of East Asian traditions and modern development in the Asian-Pacific region.

204—America Before the Twentieth Century. (3)

American history from early colonial times to late 19th century. Emphasis on colonial life, Revolutionary Era, Civil War and Reconstruction, and Industrial Revolution.

205—America in the Twentieth Century. (3)

Twentieth-century American history focusing on Progressivism, the New Deal, both World Wars, civil rights movement, Vietnam War, and current history.

266—Modern Europe. (3)

Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

*305—Civil War and Reconstruction. (3)

Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

*308—The United States in the World. (3)

Development of United States foreign policy from the Early National period to present, emphasizing popular thought and different concepts of the national interest.

†311—History of New York State. (3)

Study of economic, social, and political developments with particular emphasis on local history.

*312—American Immigration and Migration. (3)

Analysis of (1) sources, impact, and assimilation of immigrants from colonial times; (2) internal migration, focusing on movement of black population and Puerto Ricans to urban areas since World War II.

*315—The City in the United States. (3)

The rise of the city in America as an economic, political, and cultural institution from the colonial times to the present with special emphasis on the problems of the twentieth century.

†322—America's Aged through History. (3)

Place of aged in three phases of American history: rural stage, industrial age, and post-World War II period. Attention to popular attitudes toward older people, demographic changes, and rise of pensions and retirement.

*343—Modern Japan. (3)

Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, struggles for human rights and democracy, ultra-nationalism and world war, the economic miracle and its aftermath, and popular culture.

†344—Modern China. (3)

The revolutionary transformations that have dominated the experience of 20th-century Chinese people. Imperialism, nationalism, status of women, communism, cultural revolution, the "capitalist road," and China's present ascent to world power.

345—Constitutional Law in the Government Process. (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Prerequisite: Government and Politics 101.

367—Central Europe. (3)

The Hapsburg Empire, its dissolution in 1918, and the nation-states which replaced it. Emphasis on the post-World War I states of Austria, Hungary, and Czechoslovakia. Discussion also of Germany, Poland, Romania, Yugoslavia, and Italy.

375—War and the Military in Historical Perspective. (3)

Evolution of warfare and military establishments in the western world from Greek and Roman times to the present.

†376—British History 1688 to the Present. (3)

Britain from eighteenth to twentieth centuries with emphasis on political events, technological and economic developments, Napoleonic Wars, reform movements, Victorian period, colonialism, and loss of international authority.

381—Germany in the Nazi Era. (3)

Historical antecedents in the Empire, World War I, and Weimar Republic. Analysis of social organization, political structure, and economy before and during World War II. Diplomacy, military operations, occupation regimes, resistance movements, the "final solution," and aftermath of the war.

***385—Russian History. (3)**

The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.

***386—History of Soviet Russia. (3)**

Survey of the origins. Detailed study of the Bolshevik seizure, consolidation, and exploitation of power. Emergence of USSR as a "Very Great Power." Communist strategies and tactics. Domestic developments and problems.

455—Historical Methods. (3)

Training in historical research involving location of sources, their critical evaluation, organization and writing of scholarly papers. Also an introduction to work of the more significant historians of the past. Prerequisite: Junior standing or permission.

456—Guided Historical Research. (3)

Continuation of History 455. Substantial piece of original research written to professional standards required. Prerequisite: History 455.

490—Independent Research and Study. (3)

Individual reading or research in a historical topic of interest, with the program to be arranged by agreement between the student and his or her instructor. May be repeated. Prerequisites: upper level (junior or senior) status and permission of instructor.

History and Philosophy of Science and Technology (HPST)

Arts and Sciences Division

Faculty: Caron, Day, Halliday, Staff

†105—Computers and Society. (3)

An introductory course to the role of the computer, its history, its uses in society, and its future. The course will attempt to place the computer within the context of science and technology and also within a broad socio-cultural perspective.

126—The Rise of Modern Science: Aristotle to Newton. (3)

A survey of Greek science, the history of astronomy from Eudoxus to Kepler, selected problems in the history of mechanics to Newton.

127—The Development of Modern Science: Newton to Einstein. (3)

The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

Human Resources Management

Social Sciences and Management Division

Faculty: Rossi, Staff

271—Human Resources Management. (3)

Study of human resources management functions with emphasis on planning, administration, and control. Employee recruitment and selection; job placement, training, description, analysis, and classification; compensation and benefits; other major HRM functions.

371—Organizational Behavior. (3)

Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisites: Psychology 101 and Human Resources Management 271, or permission of instructor.

375—Collective Bargaining. (3)

Collective bargaining as a basic process of the determination of wages and other terms of employment; the mechanics followed by unions and management; the role of government and law; the administration of collective agreements.

400—Topics in Human Resources Management. (3)

Advanced consideration and in-depth discussion of current problems, issues, and developments in the field of Human Resources Management. May be repeated up to six credit hours provided topics are not the same. Prerequisites: Psychology 101, Human Resources Management 271, or permission of instructor.

†471—Psychological Testing. (3)

Nature and applications of psychological measurements in human resources management work. Techniques studied include tests, rating scales, interviews, and personal history inventories. Prerequisites: Psychology 101 and Economics 241 or permission of instructor.

Humanities

Arts and Sciences Division

Faculty: Staff

†110, 120, 130—Topics in Ethnic Studies. (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the "old country," in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.

290, 390, 490—Independent Study. (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

489, 499—Honors Tutorial. (3, 3)

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

Insurance

Social Sciences and Management Division

Faculty: Staff

†322—Casualty Insurance. (3)

Covers services rendered to policy holder by various forms of casualty insurance. General liability, accident, health, workers compensation, plate glass, boiler, burglary, and miscellaneous casualty coverages.

International Studies

Social Sciences and Management Division

Faculty: Baissa, Orlin, Richmond, Swanson, Staff

101—World Regional Geography. (3)
Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

225—Chinese Civilization and Culture. (3)

Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

235—Russian Civilization and Culture. (3)

Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required.

247—Japanese Civilization and Culture. (3)

Introduction to modern Japan, Japanese society and culture, economy and business, politics and diplomacy. Offered only as part of the Japan summer program at Osaka International University. Acceptance in Japan summer program required.

248—American Civilization and Culture. (4)

Interdisciplinary introduction to modern American culture, geography, history, society. Emphasis on multiculturalism, U.S. politics and government, economy, business. Permission of instructor required.

300—Topics in Chinese Studies. (3)
Intensive study of primarily contemporary issues in Chinese life and culture. No knowledge of Chinese language required.

400—Contemporary International Problems. (1-3)

Consideration of one or more contemporary problems which are international in scope. Prerequisite: permission of instructor. (Limit of six credit hours.)

470—Internship in International Business. (3-6)

Guided experience in international firm or agency. Written reports and periodic meetings with adviser and field supervisor. Prerequisites: Upper level standing and permission of instructor and associate dean.

471—Internship in Japanese Studies. (3)

Guided experience in a Japanese business or government office. Written reports, readings, and periodic meetings with adviser and field supervisor. Offered only as part of the Japan summer program at Osaka International University. Acceptance in Japan summer program required.

487—Senior Seminar in International Studies. (3)

Consideration of one or more international problems.

490—Independent Study. (1-6)

Exploration of an international problem in depth. Individual independent study on plan submitted by student. (No more than three hours in any semester.) Refer to College regulations concerning independent study for guidelines.

Italian

Social Sciences and Management Division

Faculty: Staff

†101—Beginning Italian I. (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

†102—Beginning Italian II. (3)

Continuation of Italian 101. Prerequisite: Italian 101 or equivalent.

Journalism Studies

Social Sciences and Management Division

Faculty: Behrens, Conzola, Friend, Landon, Staff

130—Tangerine Practicum. (1)

Participation on the staff of the campus newspaper, the *Tangerine*. Weekly class meeting required. Permission of Tangerine adviser required. Open to all majors. May be taken four times for credit.

181—Introduction to Mass Communication. (3)

Survey of the mass communication Želd designed to give students an understanding and knowledge of newspapers, magazines, radio, television, and public relations.

261—Newswriting. (3)

Elements of news, leads, style, and structure of news stories. Typing skills required.

262—Reporting. (3)

Instruction and practice in gathering and reporting news. Emphasis on developing stories in depth, interviewing skills. Writing for campus newspaper. Prerequisite: Journalism Studies 261 or permission of instructor.

264—Editing. (3)

Skills and techniques required in editorial positions. Lecture and laboratory. Copy editing, headline writing, layout, photo selection and editing, wire service copy. Prerequisite: Journalism Studies 261.

362—Reporting of Public Affairs. (3)

Instruction and practice in reporting politics, courts, government, education, environment, and other special topics. Fall only. Prerequisite: Journalism Studies 262.

363—Magazine Article Writing. (3)

Non-Žction magazine articles and the marketplace today, article ideas and types, query letter writing, networking, copyright, interviewing, search for illustrations, writing styles, and research techniques.

365—Publication Design and Desktop Publishing. (3)

Principles and techniques of design and desktop publishing with hands-on experi-

ence producing feature newspaper pages, computer-designed newsletters and information graphics. Integrating photos, artwork, and other graphic elements with text and numerical data.

***371—Advanced Reporting Techniques. (3)**

Instruction and practice in advanced reporting techniques, including investigative reporting and feature writing. Prerequisite: Journalism Studies 262.

372—Essentials of News Photography. (3)

Use of still cameras to record news events and create feature photos for print media. Discussion of modern photographic methods. Techniques of photojournalism.

374—Sportswriting. (3)

Examines changes in nation's sports pages, methods used to cover community, college, amateur, and professional athletics. Students work for area media. Prerequisite: Journalism Studies 261.

***381—Censorship. (3)**

History and analysis of censorship in the United States. Impact on the press, broadcasting, literature, Žlm, and the Žne arts.

400—Topics in Journalism Studies. (1–6)

Advanced consideration of selected topics in journalism. May be repeated up to six credit hours provided topics are not the same. Prerequisite: Journalism Studies 261 or permission of instructor.

401—Media Ethics in Contemporary Society. (3)

Ethical and moral considerations as they apply to media and journalists; acceptable and unacceptable practices of contemporary media. Discussion of various media codes of ethics and their applications. Prerequisite: Journalism Studies 262.

450—Field Work in Journalism. (3)

Work in selected Mohawk Valley news media for semester. Placements in newspaper, radio, and television. Weekly class meeting. Prerequisites: Journalism Studies 261, 262, 264, and 362. Minimum grade of "C" in each. Permission of instructor required. Course may be repeated once for credit.

462—Computer-Assisted Reporting. (3)

Computers as a tool for investigation and reporting. Includes principles and practice of gathering and analyzing computer information (from information retrieval services such as DIALOG and NYSERNET and electronic records from public agencies). Interpreting basic statistics. Prerequisite: Journalism Studies 262.

467—Communications Law. (3)

Analysis of court rulings affecting journalists today. First Amendment theory, libel, prior restraint, privacy, confidentiality of sources, broadcast regulations, free press/fair trial, obscenity. Prerequisite: Journalism Studies 261.

470—Internship. (3)

Service as an intern with cooperating media for at least six weeks on a full-time basis outside the academic year. Permission of instructor and division associate dean required. Detailed report including portfolio of work plus evaluation statement required upon completion. Pass/fail grading. Prerequisites: Journalism Studies 261 and 262. Minimum grade of "C" in each. Course may be repeated once for credit.

490—Independent Study. (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division associate dean. May be repeated once for credit, though with a different topic. Prerequisite: Junior standing.

Management

Social Sciences and Management Division

Faculty: Echtermann, Hickman, Peek, Rossi, Staff

125—Principles of Management. (3)

Fundamentals of management, including business planning, organizational struc-

ture, leadership and motivation, ethics and social responsibility, managing change and technology, and international business.

†221—Business and Society. (3)

The historical background, role, and function of business in our society. Ethical, moral, social, and philosophical aspects of modern business.

222—Communications in Business. (3)

Effective writing and speaking in business: letters, memos, reports, oral presentations. Emphasis on getting the message across simply and correctly. Prerequisites: English 101 and 102.

272—Operations Management. (3)

Introduction to operations management principles and techniques. Includes competitive advantage, product development, capacity decisions, process selection, Material Requirements Planning (MRP), Just-In-Time (JIT), Total Quality Management (TQM), and information systems.

322—Managing Information Systems. (3)

Principles of databases and information systems from the following perspectives: accounting, executive, marketing, manufacturing, financial, and human resources. Includes decision support and knowledge-based systems. Prerequisite: Computer Science 117 or permission of the instructor.

325—Total Quality. (3)

Total Quality Management principles and philosophies. Planning and organizing for "Continuous Improvement," problem-solving methods, and Statistical Process Control. Prerequisites: Economics 241 and Operations Management 272 or permission of instructor.

401—Management Science. (3)

Study of various techniques used in business to aid decision making. Topics include linear programming, inventory modeling, queuing theory, and applications of probability theory. Prerequisites: Mathematics 144 and Economics 241 or their equivalent or permission of instructor.

422—Management and Technology. (3)

Methods of managing technology and resulting change. Includes a management focus on information, innovation, research and development, marketing of high technology, and the management of the high technology company.

428—Strategic Management. (3)

Business policy-making and administration from point of view of top management. Integrates and builds upon the business administration core. Open only to business administration seniors who have completed all major and major-related courses with the exception of upper level economics and courses required of concentration.

459—International Business Management. (3)

In-depth exploration of strategic, operational, and tactical decision-making in international business environment. Specific emphasis on inter-related strategic choices forced upon any firm faced with internationalization of its markets. Lectures, case studies, readings, and discussions. Prerequisite: Economics 443 or permission of instructor.

470—Internship. (3)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/fail grading. Open to senior business administration majors with a 2.8 GPA or higher. Permission of associate dean required.

490—Independent Study. (3)

Individually supervised research and study. Provides an opportunity to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and instructor in any of the functional areas of business, subject to approval of division associate dean. May be repeated once for credit, with a different topic. Prerequisite: junior standing.

Marketing

Social Sciences and Management Division

Faculty: Echtermann, Hickman, Staff

211—Principles of Marketing. (3)

Basic marketing principles and practices including marketing functions and policies; consumer demand, distribution channels; brand policy; promotion and advertising; pricing; operating and government control. Prerequisite: Economics 141.

311—Elements of Advertising. (3)

Basic principles of advertising. Preparation of advertisements, evaluation of media, advertising campaigns, testing and effectiveness of advertising industry, economic and legal aspects of advertising. Prerequisite: Marketing 211.

400—Topics Course in Marketing Management. (3)

Concentrated areas of study designed to enhance practical knowledge of the marketing profession. Addresses timely issues important to Marketing Management. May be repeated up to six credit hours provided the topics are not the same. Prerequisites: Marketing 211 or permission of the instructor.

401—Retail Marketing. (3)

An overview of retail marketing at the operational level. Prerequisites: Marketing 211 and 212.

404—Industrial Marketing. (3)

Marketing requirements for those organizations addressing and serving the needs of industrial, institutional and governmental markets. Prerequisites: Marketing 211 and 212.

†412—Sales Management and Personal Selling. (3)

Planning, organizing, supervising, training, and administrative functions of sales force management and responsibilities of sales force. Basic theories of interpersonal relationships, communication organization. Prerequisite: Marketing 211 or equivalent or permission of instructor.

413—Market Research. (3)

Readings, lectures, and discussion of cases based on the application of market research techniques to marketing problems. Prerequisites: Marketing 211, 212, Economics 241, and Mathematics 144.

†414—Marketing Channels. (3)

A study of the evolutionary aspects of marketing channels, the environmental factors that cause channel evolution, and the considerations underlying channel selection decisions. Prerequisites: Marketing 211 and 212.

415—International Marketing. (3)

In-depth exploration of marketing practices. Focus on managerial and operational problems of world enterprise with emphasis on the ethnic and cultural differences influencing marketing strategy. Prerequisite: Marketing 211.

481—Marketing Management. (3)

A study of the broad aspects of distribution on a decision-making level. Analysis and forecasting of demand, structure of distribution, selection of channels of distribution, and promotional procedure are some of the topics covered. Prerequisites: Marketing 211 and 413.

Mathematics

Arts and Sciences Division

Faculty: Allodi, Behforooz, Mangano, Staff

100—Basic Mathematics. (1-2)

Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, radicals, operations with algebraic expressions, factoring, linear equations, solutions of word problems. Two credits during regular semesters and one credit during Summer Institute. Admission by Mathematics Placement Test.

104—Intermediate Algebra. (3)

Operations with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques.

107—Introduction to 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 the growth of civilizations. Prerequisite: completion of mathematics requirement in component one of core.

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: completion of mathematics requirement in component one of core. Students may not also take for credit Psychology 211, Economics 241, or Sociology 211.

131—Plane Trigonometry. (3)

Trigonometric functions, identities, related angles, degree and radian measure, graphs, compound and multiple angles, equations, inverse functions, oblique triangles, complex numbers, DeMoivre's Theorem. Prerequisite: competence in algebra at intermediate level or permission of instructor.

143—Mathematical Analysis for Business and Economics I. (3)

For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance.

144—Mathematical Analysis for Business and Economics II. (3)

Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite: Mathematics 143. lytic geometry.

161—Calculus I. (3)

Review of analytic geometry and trigonometric functions. Limits, derivatives, maxima and minima, related rates, graphs, differentials, mean value theorem. Prerequisite: Mathematics 151 or satisfactory performance in calculus readiness test administered by mathematics department.

162—Calculus II. (3)

Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hopital's rules; improper integrals and methods of integration. Prerequisite: Mathematics 161.

261—Calculus III. (3)

Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite: Mathematics 162.

262—Calculus IV. (3)

Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite: Mathematics 261.

285—Fundamental Structures of Mathematics. (3)

Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof. Prerequisite: Mathematics 162 or permission of instructor.

†303—History of Mathematics. (3)

Study of mathematical concepts in historical perspective. Lives, character, and contributions of the mathematicians and the relation of mathematics to other sciences. Prerequisite: Mathematics 162 or permission of the instructor.

313—Teaching Basic Mathematics: Methods. (3)

Techniques of teaching basic mathematics using historical development and practical applications. Emphasis of knowledge of subject matter, teaching techniques, evaluation methods, classroom management, and learning blocks. Prerequisite: permission of the instructor.

317—Ordinary Differential Equations. (3)

First and second order differential equations, linear equations of higher order, power series solutions. Existence of solutions. Systems of differential equations. Applications of differential equations. Prerequisite: Mathematics 261.

331—Probability and Statistics. (3)

Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite: Mathematics 261.

†322—Mathematical Statistics. (3)

Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite: Mathematics 321.

331—Linear Algebra. (3)

Systems of linear equations, matrices, determinants, vectors, vector spaces and subspaces, linear independence, basis and dimension, orthonormal bases, Gram-Schmidt process, eigenvalues and eigenvectors, diagonalization, linear transformations, applications. Prerequisite: Mathematics 162 or permission of instructor.

334—Introduction to Abstract Algebra. (3)

Elementary theory of groups, rings, domains, and fields, including the integers and polynomial rings and their applications. Quaternions and the Cayley numbers. Prerequisite: Mathematics 285 or permission of instructor.

†341—Number Theory. (3)

Topics include prime numbers, greatest common divisors, congruences, Wilson's, Fermat's and Euler's Theorems, polynomial congruences, perfect numbers, primitive roots, indices, quadratic residues, Legendre symbol, quadratic reciprocity law. Prerequisite: Mathematics 285 or permission of instructor.

†351—Euclidean and non-Euclidean Geometries. (3)

Euclidean geometry examined as a system of carefully formulated axioms, precise definitions, and rigorous proofs of theorems in plane and solid geometry. History, foundation, and applications of the non-Euclidean geometries: Lobatchevskian and Riemannian. Prerequisite: Mathematics 285 or permission of instructor.

390—Independent Study. (1–3)

†400—Topics in Higher Mathematics. (3)

In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Permission of instructor required.

401—Real Analysis I. (3)

Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisites: Mathematics 262 and 285 or permission of instructor.

†402—Real Analysis II. (3)

Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite: Mathematics 401.

413—Teaching Basic Mathematics: Practicum. (4)

Supervised teaching of MAT 100. Discussion of classes, testing, planning, discipline, etc. Students develop lectures, tests, worksheets and handouts. Daily journal required. Prerequisite: Mathematics 313. By invitation only.

*484—Complex Variables. (3)

Analytic functions. Harmonic functions. Cauchy's Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite: Mathematics 401.

*486—Numerical Analysis I. (3)

Iteration, interpolation, and approximation. Numerical solutions of equations and systems of equations. Numerical differentiation and integration. Prerequisites: Mathematics 262, and Computer Science 101, or permission of instructor.

†487—Numerical Analysis II. (3)

Difference equations. Numerical solutions of differential equations. Approximations by spline functions. Least squares approximation. Prerequisite: Mathematics 486.

490—Independent Study. (1-3)

Military Science

Department of Military Science Syracuse University

Faculty: Staff

The following are Syracuse University courses taught by Military Science Professors at Syracuse University on Thursday afternoons.

MST 101, 102, 201, 202—Basic Leadership Course and Leadership Laboratory. (0)

Basic drill and ceremony, mountaineering, orienteering, First aid, communications, weapons familiarization, and small unit tactics. Taught in each semester of the Basic Course (First two years) of the curriculum.

MST 301, 302, 401, 402—Advanced Leadership Course and Leadership Laboratory. (0)

Junior and senior level courses which expand on basic subject areas. Leadership and management development, with classes on command, control, staff operations, planning, and organizing. Taught in each semester of the Advanced Course (last two years) of the curriculum.

Note: All students enrolled in the military science program are required to take one course in history, one course in computer literacy, and one course in communication skills.

Students entering ROTC program later than the freshman year are considered academically nonaligned for ROTC purposes and should consult a military science adviser as to the proper sequence of courses.

Music

Arts and Sciences Division

Faculty: Staff

110—Choir. (1)

The study, rehearsal, and performance of choral music. Three hours of rehearsal a week. May be taken four times for credit.

115—Introduction to Music. (3)

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

120—Band. (1)

Study, rehearsal, and performance of music for band and, as instrumentation permits, stage band as well. Three hours of rehearsal a week. May be taken four times for credit.

150, 250, 350—Applied Music. (1–3)

The study of solo instrumental or vocal performance. The numbers represent three levels of increasing scope and difficulty of material. At least four credit hours required at each level before going on to the next. In addition to Utica College tuition, a separate fee payable directly to the instructor for instrumental or vocal music studio lessons is charged. The amount of these fees is subject to change.

201—Popular Music: Folk, Pop, Rock, and Jazz. (3)

Study of the essential characteristics of folk, pop, rock, and jazz. Attention also is given to relationships of these forms to each other and to classical music.

†225—History of Music. (3)

A survey of Western music from its Greek origins through the Baroque period, emphasizing the development of styles and forms. Relationships between music and the other arts and their times also are considered.

226—History of Music. (3)

Survey of Western music from the latter part of the Baroque period to the present, emphasizing the development of styles and forms. Relationships between music and other arts and their times also are considered.

230—Music Composition and Theory. (3)

Basic principles of music theory and composition explored through studying melodic, harmonic, and rhythmic aspects of musical structure and by writing short, original pieces. May be repeated once for credit.

†330—Advanced Music Composition and Theory. (3)

Continuation of Music 230. Beginning of advanced work in music composition and theory. Prerequisite: two semesters of Music 230 or permission of instructor. May be repeated once for credit.

490—Independent Study. (3)

Nursing

Health and Human Studies Division

Faculty: Abounader, Belli, Gleasman, Maroney, Murphy, Welch, Staff

101—Introduction to Professional Nursing. (1)

A survey of the history, philosophy, and practice of nursing for majors and non-majors. Nursing science as foundation for nursing process. Field experience in diverse community settings.

201—Health Assessment and the Nursing Process. (3)

Assessment of physical, psychological, social, cultural, and environmental aspects of clients. Focuses on well-individual, with reference to illness. Includes laboratory. Prerequisites: Biology 101, 102, or permission of instructor.

206—Fundamentals of Nursing Practice. (3)

Overview of professional nursing. Introduction to nursing theory and research. Basic principles of stress and adaptation, and human interaction in context of the nursing process. Basic clinical skills practiced in laboratory. Not open to RNs (see Nursing 351). Prerequisites: Biology 101, 102, Chemistry 121, Psychology 101, Sociology 151. Corequisites: Nursing 201, 206C, Biology 203, 208. (Sociology 151 may be corequisite.)

206C—Fundamentals of Nursing Practice—Clinical. (1)

Provides opportunity to implement theory in acute care setting. Graded on a pass/fail basis. Corequisite: Nursing 206.

311C—Professional Nursing Practicum. (1-2)

Clinical course which focuses on integrating nursing theory and science through the nursing process with the individual client. Includes seminar. Prerequisites/corequisites: junior status or permission of instructor (for LPNs and RNs only).

333—Psychiatric Nursing. (3)

Concepts essential for effective mental health nursing: Nurse-patient relationship theory, group theory, creation of therapeutic milieu, mental status examination, nursing interventions for selected mental health disorders. For RNs only.

334—Nursing Care of the Adult I. (4)

Utilizes the nursing process to facilitate individual and family adaptation to acute stress. Alterations experienced in surgery (perioperative nursing), mobility, digestion, elimination, metabolism, cancer fluid/gas transport, skin protection. Includes laboratory. Prerequisites: Nursing 201, 206; Biology 203, 205, 208; and Health Sciences 245 or Psychology 223. Corequisite: Nursing 334C.

334C—Nursing Care of the Adult I—Clinical. (2)

Clinical experiences with patients and families in acute care setting. Graded on a pass/fail basis. Prerequisite: Nursing 206C. Corequisite: Nursing 334.

336—Nursing Care of the Chronically Ill Client. (3)

Nursing process with adults and families living with chronic conditions such as diabetes mellitus, hypertension, arthritis, and alcoholism. Role of nurse as teacher emphasized. Includes laboratory. Prerequisite: Nursing 201, 206; Biology 203, 205, 208; and Health Sciences 245 or Psychology 223. Corequisite: Nursing 336C.

336C—Nursing Care of the Chronically Ill Client—Clinical. (1)

Selected clinical experiences with patients and families in such settings as hospitals, extended care homes, and private homes. Students experience common family patterns of adapting to actual or potential dysfunction. Graded on a pass/fail basis. Corequisite: Nursing 336.

351—Conceptual Framework for Nursing Practice. (3)

Theoretical foundation for RNs entering the nursing program. Concepts of stress/adaptation systems, human interaction, critical thinking, problem-solving, and decision making. For RNs only.

372—Childbearing Family Nursing. (3)

Theories of human interaction skills, family dynamics, and nursing. Family centered focus with periodic attention to the individual. Laboratory focus on families experiencing normal development/maturation stressors. Prerequisite: Nursing 334. Corequisite: Nursing 372C.

372C—Childbearing Family Nursing—Clinical. (2)

Opportunity to work with childbearing families in acute care settings, as well as in the community. Graded on a pass/fail basis. Prerequisite: Nursing 334C. Corequisite: Nursing 372.

375—Psychiatric/Mental Health Nursing. (3)

Promotion and maintenance of mental health and alleviation of suffering in mental illness. Effect of psychosocial stressors on individual, family, group, and community. Theories of mental health and illness and nursing care to promote adaptive coping to emotional stressors. Prerequisite: Nursing 336. Corequisite: Nursing 375C.

375C—Psychiatric/Mental Health Nursing—Clinical. (1)

Clinical experiences provided in acute and chronic care and community mental health settings. Graded on a pass/fail basis. Prerequisite: Nursing 336C. Corequisite: Nursing 375.

376—Gerontological Nursing. (3)

Specific nursing care needs of the elderly. Emphasizes physical and psychosocial changes.

400—Special Topics in Nursing. (1-3)

Advanced study of selected topics in nursing. Topics may vary from year to year in response to needs and interest of students as well as changes in the nursing profession. May be repeated up to six credit hours. Prerequisite: Permission of instructor.

435—Nursing Care of the Adult II. (3)
Identification of physiological and psychological stressors that affect patient behavior. Interference with oxygenation, elimination, nutrition, endocrine and neurologic systems, sexuality, and reproduction in relation to maturation of individual and family. Lab component relates classroom theory to nursing practice. Prerequisites: all 300-level required nursing courses. Corequisite: Nursing 435C.

435C—Nursing Care of the Adult II—Clinical. (2)

Clinical component of Nursing 435, focuses on the acute care setting. Knowledge from Nursing 435 applied to client needs and problems. Graded on a pass/fail basis. Corequisite: Nursing 435.

447—Childrearing Family Nursing. (3)

The nurse's role in preparing children and families for maturational stressors and assisting in coping with alterations in health status: perinatal complications; well-child health promotion; and childhood illness. Includes laboratory. Prerequisites: all 300-level required nursing courses. Corequisite: Nursing 447C.

447C—Childrearing Family Nursing—Clinical. (2)

Applies nursing process in clinical settings to care of childbearing and childrearing families faced with maturational and situational stressors. Graded on a pass/fail basis. Corequisite: Nursing 447.

472—Trends and Issues in Professional Nursing. (2)

Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

474—Community Health Nursing. (3)
Community resources for effective adaptation of community as a whole to stressors affecting health. Teaching primary, secondary, and tertiary prevention. Prerequisites: Nursing 435, 447, and Philosophy 107 or 108. Corequisite: Nursing 474C.

474C—Community Health Nursing—Clinical. (1)

Experience in an appropriate agency, visits to long term care facility. Nursing interventions with well families with children. Graded on a pass/fail basis. Corequisite: Nursing 474.

475—Nursing Management in the Community. (3)

Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisites: Nursing 435, 447 and Philosophy 107 or 108. Corequisite: Nursing 475C.

475C—Nursing Management in the Community—Clinical. (2)

Application of theoretical concepts of management to nursing practice. Individually selected clinical experiences allows student to explore managerial role of professional nurse. Graded on a pass/fail basis. Prerequisites: Nursing 435C, 447C. Corequisite: Nursing 475.

478—Critical Care Nursing. (3)

Care of patients, families, groups, and communities undergoing multiple stressors. Cardiopulmonary surgery, neurosurgery, multiple trauma, and complex health problems emphasizing biopsychosocial adaptation. Includes laboratory. Prerequisites: Nursing 435 and Philosophy 107 or 108. Corequisite: Nursing 478C.

478C—Critical Care Nursing—Clinical. (2)

Patient care of individuals, families, groups, and communities experiencing multiple stressors. Application of knowledge and nursing process in care of patients with complex health problems. Clinical experiences involve care of acute and critically ill patients and their families in Medical/Surgical Intensive Care Unit, Coronary Care Unit, and Intermediate Coronary Care Unit. Graded on a pass/fail basis. Prerequisite: Nursing 435C. Corequisite: Nursing 478.

Occupational Therapy Health and Human Studies Division

Faculty: Carey, Dimeo, Franits, Hollins, Marr, Nackley, Sunderlin, Townsend, Staff

101—Survey of Occupational Therapy. (1)

Survey of the field; roles and responsibilities of O.T. personnel; development of professional attitudes and behaviors. Cannot be taken for credit by Certified O.T. Assistants. Students may not also take for credit Occupational Therapy 141.

147—Motor Development. (1)

Study of normal reflex and volitional motor development with emphasis on mobility and prehension. Course open only to transfer students. Prerequisite: permission of the instructor.

272—Theory and Foundations of Occupational Therapy. (2)

Overview of theory, using an occupational performance perspective for the integration of theory with models of practice. Philosophy, values, and ethics basic to the profession.

281—Kinesiology. (3)

Science of human motion, including basic anatomic and mechanical principles. Prerequisites: Biology 201 and Physics 151 with laboratory (or comparable). Occupational therapy majors only or permission of instructor. Students may not also take Physical Therapy 281 for credit.

Before registering for 300-level courses, students must have successfully completed the required courses in the 100-level series as well as Health Sciences 245.

321—Preparation for Fieldwork Level IA. (0)

Preparation for Level I Fieldwork (Occupational Therapy 422). Written assignment expectations, professional behavior, communication, mandated training. Meets at least four times during semester. Graded on pass/fail basis. Corequisite: Occupational Therapy 335.

324—Physiological and Sensorimotor Assessment. (2)

Physiological, sensory, and neuromotor components of human performance with practical application to the assessment of individuals with occupational performance dysfunction. Prerequisites: Occupational Therapy 272, 281.

325—Physiological and Sensorimotor Intervention. (4)

Integration of physiological and sensorimotor performance components with treatment approaches and techniques. Formulation of treatment plans for clients with occupational performance dysfunction. Prerequisite: Occupational Therapy 324.

331—Preparation for Fieldwork Level IB. (0)

Preparation for Level I Fieldwork (Occupational Therapy 422). Written assignment expectations, professional behavior, communication, mandated training. Graded on pass/fail basis. Meets at least four times during semester. Prerequisite: Occupational Therapy 335.

335—Activity Analysis and Skills. (3)

Students will acquire an understanding of the theoretical basis underlying therapeutic use of activity. Beginning application of activity analysis. Prerequisite: Occupational Therapy 272.

341—Psychosocial and Cognitive Assessment. (3)

Psychological, psychosocial, cognitive, and socio-cultural components of human performance with practical application to assessment of individuals with occupational performance dysfunction. Prerequisites: Occupational Therapy 272, Sociology 151, Psychology 361.

342—Psychosocial and Cognitive Intervention. (3)

Integration of cognitive and psychosocial performance components with treatment approaches and techniques. Individual and group treatment plans for clients with occupational performance dysfunction. Prerequisite: Occupational Therapy 341.

375—Environmental Assessment and Intervention. (2)

Assessment of and intervention for environmental factors influencing human performance; ergonomics; modification of the physical environment; use of technology to improve performance. Prerequisite: Occupational Therapy 335.

390—Independent Study. (1–3)

Opportunity for independent study in selected topics in occupational therapy. By department permission only.

400—Topics in Occupational Therapy. (1)

Seminar on selected topic of contemporary interest. Topics may include those not covered in other major courses, or advanced study of a discrete portion of another major course. Prerequisite: senior standing and permission of instructor. May be repeated for up to three credit hours provided topics are not the same.

Clinical Fieldwork: *In order to complete the degree in occupational therapy, the student must complete a total of three fieldwork experiences (Occupational Therapy 422, 454 and 455) which together provide the student with exposure to a variety of settings and patient populations. Placement will be arranged in consultation with the fieldwork coordinator and departmental faculty. Once registered, the student will not be allowed to drop these fieldwork experiences without academic penalty.*

421—Preparation for Fieldwork Level II. (0)

Preparation for Level II Fieldwork (Occupational Therapy 454, 455). Licensure, certification, health requirements, supervision, communication, professional behavior, supervision, contact procedures. Meets at least five times. Graded on pass/fail basis. Corequisite: Occupational Therapy 448.

422—Fieldwork Level I. (1)

Clinical application of course material through supervised involvement in a setting where occupational therapy services are provided. Graded on a pass/fail basis. Prerequisites or corequisites: Occupational Therapy 324 and permission of the department.

435—Special Populations: Children and Adolescents. (3)

Role of the occupational therapist with pediatric and adolescent populations. Includes school based practice, family issues, public policy. Prerequisite: Occupational Therapy 425.

436—Special Populations: Workers and the Elderly. (2)

Exploration of the role of the occupational therapist in work environments and with the elderly population; industrial therapy, work hardening, and ergonomics; issues in health care for the elderly; theories of aging. Prerequisite: Occupational Therapy 425.

448—Organization, Administration, and Supervision. (3)

Study of the organizational and administrative structure of occupational therapy services within a larger organizational framework; functions of supervision in this setting. Prerequisites: Occupational Therapy 325, 342.

FIELDWORK LEVEL II:

Experience in two (or three) clinical centers each under the supervision of a qualified occupational therapist. Open only to senior occupational therapy majors with all academic courses completed. Once registered, the student will not be allowed to drop these fieldwork experiences without academic penalty. REGISTER FOR THESE COURSES CONCURRENTLY AS A SEMESTER LOAD.

454—Fieldwork Level IIA. (4)**455—Fieldwork Level IIB. (4)**

Field experiences of three months each in community or hospital based settings with individuals exhibiting deficits in sensorimotor, cognitive, or psychosocial performance. (Required courses. Graded on pass/fail basis. Prerequisites: all academic courses and permission of the department. Prerequisite for Occupational Therapy 455, successful completion of Occupational Therapy 454.)

456—Fieldwork Level IIC: Selected Specialty (1–4 months). (0 [audit] to 4)

(Elective course. Graded on pass/fail basis. May not be used to satisfy 128 credit hour requirement for degree in occupational therapy.)

The following courses are open to week-end program students only.

292—Medical Problems and Implications. (3)

Overview of medical problems, implications for function, potential effects of medical treatments on function, and precautions necessary for safety in therapeutic practice.

301—Theory in Practice of Occupational Therapy I. (2)

Overview of theory in occupational therapy focusing on developmental and occupational performance perspectives. Provides conceptual framework for integration of theories used in practice.

302—Theory in Practice of Occupational Therapy II. (2)

Continuation of Occupational Therapy 301. Explores further the integration of theory with operational models used in practice; examines philosophy, values, and ethics basic to the profession. Prerequisite: Occupational Therapy 301.

351—Sensorimotor Determinants and Assessment. (4)

Study of the sensory and neuromotor components of human performance with practical application to the assessment of individuals with physical and psychosocial disabilities. Prerequisites: Occupational Therapy 302, Biology 202, and Occupational Therapy 281.

352—Psychosocial Determinants and Assessment. (2)

Psychological determinants and social components of human performance. Emphasizes assessment of psychosocial performance strengths and deficits and development of sound clinical judgment and critical analysis skills to resolve performance deficits. Prerequisite: Occupational Therapy 302.

353—Sociocultural Determinants and Assessment. (2)

The impact of society and culture on human performance with consideration of components which impact on occupational therapy assessment and treatment. Prerequisite: Occupational Therapy 302.

354—Cognitive Determinants and Assessment. (2)

The cognitive component of human performance with practical application to assessment of individuals with physical and psychosocial disabilities. Prerequisite: Occupational Therapy 302.

355—Physiological Determinants and Assessment. (1)

Assessment of physiological signs as indicators of state of health or healing; physiological response to various treatments. Prerequisites: Occupational Therapy 292 and Biology 202.

415—Restorative Intervention. (6)

Integration of previous coursework on determinants and assessment of human performance with treatment approaches and techniques utilized in clinical practice. Experience in formulating treatment plans for physically disabled clients. Prerequisite: Occupational Therapy 351.

416—Psychosocial Intervention. (3)

Use of occupation in occupational therapy to enhance human performance. Development of clinical reasoning skills based on theoretical perspectives to implement effective intervention for psychosocial deficits across the lifespan. Prerequisite: Occupational Therapy 352.

417—Environmental Determinants/Adaptive Intervention. (2)

Assessment of environmental factors influencing human performance; ergonomics; modifications of the physical environment to improve performance. Prerequisite: Occupational Therapy 302.

438—Special Project: Case Study Research. (1)

Case study research with emphasis on developing competencies required to utilize case study methodology as a consumer and as a beginning researcher. Prerequisite: Occupational Therapy 302.

461—Synthesis: Practice with Children. (2)

Conditions, assessments, and integration of theories of occupational therapy in the pediatric setting. Prerequisites: Occupational Therapy 415, 416, 417.

462—Synthesis: Practice with the Elderly. (1)

Theory and development of aging; current issues in health care for the elderly and their effect on occupational therapy services. A holistic approach to the assessment and intervention of performance deficits and promotion of wellness. Prerequisites: Occupational Therapy 415, 416, 417.

463—Synthesis: Practice in Mental Retardation. (1)

Mental retardation as a developmental disability across the lifespan. Holistic approach to the assessment and intervention of performance deficits and promotion of wellness. Prerequisites: Occupational Therapy 415, 416, 417.

464—Synthesis: Practice with Workers. (1)

Industrial therapy, work hardening, job analysis and ergonomics, pre-vocational evaluations and the cultural and environmental influence on work performance. Prerequisites: Occupational Therapy 415, 416, 417.

465—Synthesis: Practice in the Community. (1)

Elements of practice and advocacy role of therapists in community: public policy and its influence on performance; assessment of barriers and accessing of services. Prerequisites: Occupational Therapy 415, 416, 417.

466—Synthesis: Practice in the Schools. (1)

Public policy; occupational therapy role, procedures and goals in schools. Prerequisites: Occupational Therapy 415, 416, 417.

491—Seminar: Issues and Ethics in Practice. (1)

A study of the implications of ethics to the performance of the occupational therapist. Presentation of case studies with in-depth discussion of the ethical issues pertaining to each case. Corequisites: all 400-level coursework.

498—Clinical Affiliation. (6)

Two supervised field experiences of three months each, one in a pediatric or adolescent setting, and one in an adult or geriatric setting. Prerequisites: all academic coursework.

Philosophy

Health and Human Studies Division

Faculty: Caron, Halliday, Staff

101—Critical Thinking. (3)

Skills needed to read and write critically. The different kinds of arguments and their relative weaknesses and strengths, strategies for arguing well and spotting and avoiding common fallacies will all be covered.

103—Problems in Philosophy. (3)

A critical study of the problems that have inspired philosophers and the solutions they have found. Subjects tackled include human nature, ethics, and the nature of knowledge.

104—Philosophy of Religion. (3)

Examination of some of the philosophical issues raised by religion. Arguments for and against the existence of God, the nature and role of religious experience, the connection between ethics and religion and the language we use to talk about religion.

105—History of Ancient Philosophy. (3)

A study of the development of philosophy from the period of Ancient Greece to the beginning of the Christian era through analysis of selected problems and theories.

106—History of Modern Philosophy. (3)

A study of the history of philosophy from the Renaissance to the present through an analysis of selected problems and theories.

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.

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.

***200—Great Philosophers. (3)**

An introduction to the major theories of a few selected great philosophers from the classical, modern, and contemporary periods. Selection of philosophers subject to change periodically. May be repeated once.

†221—Scientific Method. (3)

Basic theoretical principles of modern scientific method including: explanation, deduction, induction, analogy, facts, hypotheses, mathematical truth, probability causality, and determination.

†300—Contemporary Philosophy. (3)

A critical and comparative study of important philosophical contributions within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite: permission of instructor.

***315—Theories of Knowledge. (3)**

A critical examination of the theories which have arisen in the history of philosophy with regard to the nature of knowledge and belief. Prerequisite: Philosophy 101.

†317—Theories of Art. (3)

Introduction to aesthetic theories from Plato to the present. Prerequisite: permission of instructor.

†325—Medieval Philosophy. (3)

A critical study of the major philosophical problems of medieval philosophers from Plotinus to William of Ockham. Emphasis on such problems as the relation of faith and reason, God and creation, knowledge and science, realism and nominalism.

***345—Political Ethics. (3)**

A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

†365—Theories of Value. (3)

A critical examination of philosophic theories purporting to deal with the nature of value in general, the nature of evaluative or normative criteria, and the manner in which the latter are determined. Prerequisite: permission of instructor.

375—Symbolic Logic. (3)

A study devoted to the construction of systems of logic, formal systems of proof, and their application to various subject matters. Prerequisite: Philosophy 101 or permission of instructor.

†400—Advanced Topics in Philosophy. (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite: permission of instructor.

†490—Readings in Philosophy (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Philosophy majors only. Prerequisite: permission of instructor.

Physical Education

Physical Education Department

Faculty: Staff

The focus of physical education courses is to help students develop and maintain fitness, while acquiring physical skills in a variety of lifetime activities.

Physical Education Courses. (1)

Students may select one-credit mini-courses. Course offerings include aerobic dance, badminton, basketball, beginning swimming, bowling, fencing, golf, intermediate swimming, karate, modern dance, personal fitness, racquetball, senior life-saving, tennis, volleyball, waterfront safety instructor, weight training, and jazz dance. Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated.

Physical Therapy Health and Human Studies Division

Faculty: Gelsomino, Marko, Mattson, McVay, Pawson, Scalise-Smith, Simpson, Staff

401—Introduction to Problem-Based Learning. (2)

Theoretical constructs behind problem-based and self-directed/independent learning. Focus on adult learning and alternative models of physical therapy education. (Same as Physical Therapy 501).

412—Clinical Laboratory I: Musculoskeletal. (5)

Assessment, diagnosis, and treatment using case studies of patients/clients with uncomplicated musculoskeletal injuries/diseases. (Same as Physical Therapy 512)

413—Critical Inquiry Seminar I: Musculoskeletal. (3)

Professional issues, function and structure of the APTA, role of the physical therapist in health care, health economics, and health care delivery. (Same as Physical Therapy 513).

414—Clinical Education I: Musculoskeletal. (1)

Practice in clinical facilities to apply theoretical and clinical concepts with musculoskeletal dysfunction. (Same as Physical Therapy 514).

415—Case Based Discussion I: Musculoskeletal. (5)

Applied sciences related to basic assessment and treatment of patients with musculoskeletal dysfunction. Integrates foundational sciences: Gross Anatomy, Physiology, Pathology, and Kinesiology. (Same as Physical Therapy 511).

421—Case Based Discussion II: Neurological. (3)

Discussion groups focus on knowledge foundation and clinical sciences including: neuroanatomy, physiology, pathology, and clinical medicine. Applied sciences related to basic assessment and treatment of a patient with neurological dysfunction. (Same as Physical Therapy 521).

422—Clinical Laboratory II: Neurological. (3)

Assessment, diagnosis, and treatment based upon case studies of patients with uncomplicated neurological disease/dysfunction. (Same as Physical Therapy 522).

423—Critical Inquiry Seminar II: Neurological. (3)

Sociology of disease, psychology of health/wellness, locus of control relative to patients/families. Topics include brain function, cognitive skills, societal functioning and family. Disability/impairment paradigms to structure clinical decision-making for neuromuscular dysfunction. (Same as Physical Therapy 523).

424—Clinical Education II: Neurological. (3)

Practice in clinical facilities to apply theoretical and clinical concepts to patients/clients with neuromuscular dysfunction. (Same as Physical Therapy 524).

Physics Arts and Sciences Division

Faculty: Day, Rockefeller, Staff

111—Intelligent Life in the Universe. (3)

Examines probability of extraterrestrial intelligence. Topics include star and planet formation, habitable conditions, physics and biochemistry of carbon-based life and intelligence, technical civilizations, and methods of communication with extraterrestrial civilizations.

115—Principles of Astronomy: The Solar System. (3)

Study of the sun, planets, meteors, comets, their origins, the celestial sphere, ancient astronomy, and modern space exploration. Construction and use of models supplement lecture, readings, Zlms, and observation. Some arithmetic used.

116—Astronomy: A Study of the Universe. (3)

Introductory astronomy. Celestial sphere and planetary positions; history of astronomy; survey of the solar system; the "message" of starlight; H-R diagrams; stellar evolution; quasars; cosmology and the

possibility of extraterrestrial life. No physics or astronomy background is required. Some elementary algebra is used.

123—Physics for the Liberal Arts. (3)

Exploration of what the physical world is like, how it fits together, and some of its implications. The course covers classical mechanics and modern physics (special relativity and quantum physics). No formal mathematics will be used, but all the central concepts will be there. No prerequisites.

151—General Physics I: Mechanics, Heat, and Waves. (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, recitation, and three-hour laboratory.

152—General Physics II: Electricity, Optics, and Modern Physics. (4)

Introduction to principles of electricity, magnetism, optics and radiation, atomic and nuclear physics. Applications to electronics and instrumentation. Lecture, laboratory, and demonstrations. Spring semester. Prerequisite: Physics 151.

261—Physics I. (4)

Calculus-based general physics. Kinematics, statics, dynamics, energy, oscillations, gravitation, fluids, thermodynamics, scientific methodologies and their development. Lecture and laboratory. Fall semester. Prerequisites: high school physics (or Physics 151) and Mathematics 161 (may be taken concurrently).

262—Physics II. (4)

Calculus-based general physics. Electricity and magnetism, radiation, optics, and elementary atomic physics. Lecture and laboratory. Spring semester. Prerequisites: Physics 261 and Mathematics 162 (may be taken concurrently).

281—Engineering Mechanics: Statics. (3)

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies; friction, applications, principle of virtual work. Fall semester. Same as Engineering 261. Prerequisites: Physics 261 and Mathematics 162.

282—Engineering Mechanics: Dynamics. (3)

Moment and product of inertia, principal axes, laws of motion (rectilinear, curvilinear, central force, variable force, in a resisting medium, rotational, and constrained), D'Alembert's Principle, work, energy and power, applications. Spring semester. Same as Engineering 282. Prerequisite: Engineering 281.

342—Physical Chemistry: Thermodynamics. (3)

Classical thermodynamics. Laws of perfect gases, general thermodynamic relations, thermodynamics of vapors, thermodynamic potentials. Kinetic theory of ideal gas. Maxwell-Boltzmann statistics. Same as Chemistry 342. Prerequisite: Physics 262.

350—Research. (up to 18 credits total, maximum of 3 credits per semester)

An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. Prerequisite: permission of the staff. May be repeated.

351—Electrical Engineering. (4)

Analysis of d.c., a.c., and transient electrical circuits and their instrumentation (oscilloscopes, signal generators, power supplies, digital and analog multimeters). Introduction to electronics: transistors, operational amplifiers, and other integrated circuits. Lecture and laboratory. Fall semester. Same as Engineering 351. Prerequisite: Physics 262.

†355—Electronics. (4)

Kirchoff's laws, complex phasors, branch current, loop and nodal analysis, and network parameters. Theory and applications of semiconductor devices. Lecture, demonstrations, and laboratory. Prerequisites: Physics 261, 262, and 351 or permission of instructor.

363—Physics III. (4)

The physics developed in the 20th century by Einstein, Schrodinger, Planck, and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular, and nuclear theory. Lecture,

laboratory. Prerequisite: Physics 262. Pre-requisite or corequisite: Mathematics 262.

390—Independent Study in Physics. (up to 18 credits total, maximum of 3 credits per semester)

Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisites: permission of the department and at least a 3.0 average in physics courses.

***400—Current Topics in Physics. (2)**

A seminar course on current topics in the physics literature. Meetings will be held weekly under the guidance of a staff member to discuss topics and prepare colloquia. May be taken twice for credit. Prerequisites: Physics 261 and 262.

†455—Physical Electronics. (3)

Vacuum, gaseous, solid state, and quantum electronics including charged particle dynamics, the band theory of solids with application to semiconductor devices, electron emission, assemblies of particles and gaseous processes, plasma physics and modern amplifiers. Prerequisites: Physics 261, 262, and 363.

***461—Classical Mechanics. (3)**

Fundamentals of Newtonian dynamics, work-energy concepts, conservation laws, an introduction to Hamilton's Principle and Lagrange's Equations. The study of oscillatory motion, central force motion, rigid body dynamics, and accelerated reference systems. Prerequisites: Physics 261 and 262. Prerequisite or corequisite: Mathematics 317.

***462—Electricity and Magnetism. (3)**

The Classical theory of static and dynamic electricity and magnetism including solution of Maxwell's equations for special cases. Spring semester. Prerequisites: Physics 262 and Mathematics 262.

†465—Physical Optics. (3)

Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

†467—Introduction to Statistical Mechanics. (3)

Maxwell-Boltzmann statistics, applications, Fermi Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite: Physics 342.

***471—Introduction to Quantum Physics I. (3)**

Wave particle duality, uncertainty principle, atomic structure, Black Body Theory, quantization, Bohr Theory, Schrodinger equation, Vector coupling, Stern-Gerlach experiment, periodic table, atomic spectra, selection rules, bonding, molecular spectra, masers and lasers, Band Theory, and applications to semiconductors. Fall semester. Prerequisite: Physics 263.

472—Introduction to Quantum Physics II. (3)

Eigenvalues, Orthonormal functions, superposition principle, potential well, harmonic oscillator, Heisenberg picture, Schrodinger picture, perturbation theory, degeneracies, one electron atoms, angular momentum, quantum numbers, many electron atoms, coupling, multiplicities, magnetic and electric interactions. Prerequisite: Physics 471.

†475—Nuclear Physics. (3)

Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite: Physics 363.

***477—Introduction to Solid State Physics. (3)**

The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Spring semester. Prerequisite: Physics 363.

Psychology

Health and Human Studies Division

Faculty: Brown, Dorow, Ferguson, Ginsberg, Gordon, Kinney, Moltman, Roberts, Smith, Specht, Vespo, Staff

101—Introduction to Psychology. (3)

General survey of the various fields of psychology. Psychology as science, human development, learning and memory, sensation and perception, psychopathology and psychotherapy, physiology and behavior, social psychology, psychological testing, motivation and emotion, and others.

211—Statistics in the Behavioral Sciences. (3)

Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Same as Sociology 211. Students may not also take for credit Economics 241, Mathematics 112. Prerequisite: core component I Mathematics.

212—Introduction to Experimental Methods in Psychology. (4)

Principles of experimental design and methods. Laboratory in data analysis. Three lecture hours and one three-hour lab period weekly. Students design an original experiment proposal to be conducted in Psychology 301. Prerequisites: Psychology 101 and 211.

223—Life-Span Developmental Psychology. (3)

Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis placed on recognition of development and life tasks in the developmental continuum. Students may not also take for credit Health Sciences 245. Prerequisite: Psychology 101.

237—Group Dynamics—Introduction to Group Development and Group Process. (3)

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

256—Principles of Behavior Change. (3)

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

270—Introduction to Community Field Work. (1)

Volunteer assistance in community service agency to experience working with children and/or adolescents. Prerequisite: transfer status with course work in infancy and childhood, adolescence, the exceptional individual, and/or therapeutic use of play, without fieldwork. Permission of instructor required.

271—Introduction to the Child Life Specialty. (3)

Introduction to the role of child life specialists in health care settings; basic knowledge required to function as a child life specialist; application of general psychological and human development principles to the care of hospitalized children and adolescents. May not be used as a major elective for the general psychology degree. Prerequisites: Psychology 101, 321, and permission of instructor.

272—Community Field Work. (1)

Minimum of 75 hours of volunteer service in community agency working with children and/or adolescents and their families. Hospital placement required for child life specialty. Written work and evaluations. Open only to psychology-child life majors with permission of the instructor. Prerequisite: applied child development majors - Psychology 321, child life specialists - Psychology 271.

276—Alcoholism Counseling. (3)

Techniques of alcoholism counseling. In-depth study of alcoholism disease process, relapse prevention and support services, individual counseling techniques, treatment assessments and plans, and self-help groups.

300—Topics in Psychology. (1-3)

Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest.

Prerequisites: Psychology 101 and permission of instructor. Up to six credits, provided the topic is not the same.

301—Research Seminar. (3)

Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in Psychology 212. Prerequisites: Psychology 211, 212.

311—Psychological Assessment and Testing. (3)

General principles, applications, and issues of psychological testing and assessment. *It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures.* Prerequisites: Psychology 101 and 211.

311L—Laboratory in Psychological Assessment and Testing. (1)

Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Prerequisite or corequisite: Psychology 311.

321—Infancy and Childhood. (3)

Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Prerequisite: Psychology 101.

322—Adolescence. (3)

Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite: Psychology 101 or permission of instructor.

327—Adulthood and Aging. (3)

Growth and development from young adulthood through old age. Developmental tasks as well as changes in cognition, perception, learning, and performance. Prerequisite: Psychology 101.

331—Introduction to Social Psychology. (3)

Theories and related research in areas of social learning, attitude change, interpersonal and self perception, aggression, prejudice, and group behavior. Prerequisite: Psychology 101.

331L—Laboratory in Social Psychology. (1)

Research methods in social psychology emphasizing Zeld and laboratory studies, laboratory experience included to practice Zeld and experimental setup, data collection, and analysis. Prerequisite or corequisite: Psychology 331.

***343—Sensory/Perceptual Processes. (3)**

Study of the human senses, including background in sensory physiology, development of perceptual abilities, and appropriate research methodology. Prerequisite: Psychology 101 or permission of instructor.

***343L—Laboratory in Sensory/Perceptual Processes. (1)**

Practical laboratory experience in designing, conducting, and interpreting elementary research on sense-organ functioning and perceptual phenomena. Must be taken concurrently with Psychology 343.

***347—Basic Psychobiology. (3)**

First course in physiological psychology. Focus on anatomy, biochemistry, and physiological systems in terms of relevance to study of behavior. Prerequisites: Psychology 101 and Biology 101 or 121.

***348—Physiological Psychology. (3)**

Continuation of Psychology 347, with emphasis on physiological mediation and control in the major classes of behavior, such as perception, motivation, emotion, and learning. Prerequisite: Psychology 347 or permission of instructor.

***351—Learning and Behavior. (4)**

Classical and operant conditioning. Schedules of reinforcement, aversive control; biological constraints on learning. Research data discussed in relation to theory. Laboratory emphasis on basic learning processes in animal subjects. Prerequisite: Psychology 101.

***354—Cognitive Psychology. (4)**

Basic principles underlying discovery and retention of new modes of human behavior. Topics include attention, information processing, language learning, concept formation, sources of forgetting, and dynamics of memory. Laboratory supplements lecture with emphasis on informa-

tion processing in human subjects.
Prerequisite: Psychology 101.

358—Personalized Systems of Instruction. (1)

Review of theory and procedures for individualized instruction and one-to-one instructional contact with students taking Introduction to Psychology. May be repeated once. Prerequisites: Six hours of psychology and permission of instructor.

361—Abnormal Psychology. (3)

Approaches to classification which are consistent with current diagnostic criterion will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite: Psychology 101.

366—Individuals with Disabilities. (3)

Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Requires 20 hours of volunteer work with a population which meets the criteria for disabilities. Prerequisite: Psychology 321 or permission of instructor.

372—The Counseling and Interviewing Process. (3)

Developing interpersonal skills and competencies for working with individuals. Particular emphasis placed on working with reluctant, difficult, and hostile clients. Participants assess personal attitudes and beliefs in relation to enhancing their interpersonal style. Students may not also take Psychology 374 for credit.

373—Play as Curriculum. (3)

Developmental interaction approach to curriculum planning. The teacher's role in helping children move toward developmental goals. Equipment selection, environmental design, and daily schedules. Application to children experiencing health care encounters, chronic illnesses, and disabilities. Requires 20 hours of fieldwork. Prerequisite: Psychology 321.

374—The Helping Relationship. (3)

Developing counseling and human relations skills for working with children and adolescents, families, and professionals. Practice with basic listening skills and reflective self analysis. Students may not also take Psychology 372 for credit. Permission of instructor required.

375—Death, Dying, and Bereavement. (3)

Investigation 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.

377—Children Under Stress. (3)

Effects of various social conditions such as divorce, separation, hospitalization, and death upon children will be addressed. Students will have an opportunity to develop an understanding of children in crisis situations and explore ways to provide appropriate support. Prerequisite: Psychology 223, 321, 322, or equivalent.

378—Introduction to Child Life Internship. (0)

Mandatory meetings designed to help students prepare for final internship, choose sites, outline goals, and learn skills related to resume writing and interviews. Must be taken once in the junior year and once in the senior year.

410—Projects in Psychology. (1-6)

Individually supervised laboratory research and study. Provides opportunities for those who want to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Junior or senior standing and written approval of instructor.

***413—Program Evaluation. (3)**

Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisites: Psychology/Sociology 211 and Psychology 212 or permission of instructor.

†453—Theories of Learning. (3)

Examination of the most important psychological theories concerning the learning process including the behavioristic positions (Thorndike, Guthrie, Skinner, Hull), the Gestalt positions (Lewin, Tolman), and recent developments. Prerequisite: Psychology 101.

461—History of Psychology. (3)

Historical review of inquiry and thought concerning the causes of human behavior, from ancient to recent times. Major emphasis is placed on developments leading to modern scientific psychology.

†462—Theories of Personality. (3)

Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite: Psychology 101 or permission of instructor.

470—Practicum in Psychology. (3 or 6)

Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or examination. Written permission of instructor and approval of the division associate dean required. Limited to juniors and seniors in good academic standing.

474—Psychosocial Care of Hospitalized Children and Adolescents. (3)

Young people's reactions to hospitalization at each stage of development; interventions initiated by child life specialists and other health care professionals to lessen the stress of hospitalization; role of parents; preparing young patients for hospital admission and medical procedures; planning and conducting therapeutic play and recreation programs. May not be used as a major elective for the general psychology degree. Prerequisite: Psychology 271, senior psychology-child life majors, child life specialists only.

475—Child Life Internship. (12)

Supervised experience in a hospital or other health care facility (child life specialists) or a community agency dealing with children and/or adolescents (applied child development) affiliated with the program. Written work, project, and periodic evaluations; 12 credits for a minimum of 525 hours. Permission of child life faculty required. May not be used as a major elective for the general psychology degree.

489, 499—Honors Tutorial. (3, 3)

Open to students in the Utica College Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

490—Independent Study. (1-6)

Exploration of psychological problems in-depth. Individual independent study on plan submitted by student. Refer to College regulations concerning independent study for guidelines.

Public Relations

Social Sciences and Management Division

Faculty: Zappala, Staff

182—Introduction to Public Relations. (3)

The concept, role, and practice of public relations in American society. Public relations as a process: research; public opinion; programming; communication; evaluation; ethical considerations.

372—Publicity and Public Relations Writing. (3)

Principles of writing for media and nonmedia audiences; emphasis on publicity techniques, media relations, public relations and media events, placement and distribution of publicity material. Practical assignments based on actual cases. Prerequisite: Journalism 261 or permission of instructor.

375—Public Relations Practicum. (3)

Field experience in planning and producing public relations campaigns and materials. Projects for client organizations. Discussion of objective setting, strategic planning, budgeting time and resources, presentations, evaluation of techniques and hardware. Prerequisites: Public Relations 182, 372 or permission of instructor.

400—Topics in Public Relations. (3-6)

Concentrated areas of study designed to enhance practical knowledge of the public relations profession. Addresses timely issues important to the PR field. May be repeated provided topics are not the same. Prerequisites: Public Relations 372, 375 or permission of instructor.

450—Field Work in Public Relations. (3-6)

Work in a public relations capacity with organizations in the Mohawk Valley to carry out a variety of public relations

tasks and assignments. Regular submission of written reports, meetings with instructor. May be repeated for a total of six credits. Prerequisites: Public Relations 182, 372, 375, and Journalism Studies 261, 365 with a grade of "C" or better. Permission of instructor required.

470—Internship. (3)

Serve as an intern with cooperating organizations for at least six weeks on a full-time basis outside the academic year. Permission of instructor and division associate dean required. Detailed report including portfolio of work plus evaluation statement required upon completion. Pass/fail grading. Prerequisites: Journalism Studies 261, Public Relations 182, 372. Minimum grade of "C" in each. Course may be repeated once for credit.

482—Cases and Problems in Public Relations. (3)

Critical evaluation of public relations through analysis and discussion of cases and situations drawn from actual practice. Prerequisite: Public Relations 182 or equivalent.

490—Independent Study. (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division associate dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Reading

Arts and Sciences Division

Faculty: Staff

100—Reading and Study Strategies. (1-2)

Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: comprehension skills, vocabulary, organizing course material for learning retention and recall, note-taking, and critical

thinking skills. Two credits during regular semesters and one credit during summer sessions. By permission of Academic Support Services Center only.

Real Estate

Social Sciences and Management Division

Faculty: Staff

323—Fundamentals of Real Estate. (3)

This basic course comprises a study of the nature and importance of real estate in the economy; principles of urban land utilization and urban development, property rights and real estate; valuation of real property, real estate markets, government regulation programs. Prerequisites: junior standing, Economics 141, or permission of instructor.

324—Real Estate Appraising. (3)

Basic themes of value; the market data, cost and income approaches to value; the appraisal process. Prerequisite: Real Estate 323 or permission of instructor.

325—Special Topics in Real Estate: New York Real Estate Salesperson's Course. (4)

Intended for persons who expect to sit for the New York state licensing examination for Real Estate Salespersons. Topics include: contracts, real estate instruments, financing, valuation and listing procedures, closing and closing costs, law of agency, license law and ethics, land-use regulation, human rights/fair housing, real estate mathematics. Students may not also take for credit Real Estate 323.

***326—Real Estate Financing. (3)**

Sources of financing for real estate ventures; the use of mortgages, leases, equities, and bonds; the role of government in real estate financing; construction lending, syndications; problems arising from financing residential and commercial properties. Prerequisites: Real Estate 323, Business Law 321, or permission of instructor.

Russian

Social Sciences and Management Division

Faculty: Staff

101—Beginning Russian I. (3)

Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

102—Beginning Russian II. (3)

Continuation of Russian 101. Prerequisite: Russian 101 or equivalent.

201—Intermediate Russian I. (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite: Russian 102 or equivalent.

202—Intermediate Russian II. (3)

Continuation of Russian 201. Prerequisite: Russian 201 or equivalent.

237—Russian Conversation and Grammar Review. (3)

Thorough conversational practice. Training in oral comprehension and use of the Russian language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: Russian 202 or equivalent.

342—Russian Literature and Conversation. (3)

Emphasis on reading and translating Russian literature; also on conversational Russian. Prerequisite: Russian 202 or permission of instructor.

390—Independent Study. (3)

Social Studies

Social Sciences and Management Division

Faculty: Baissa, Neun, Staff

101—Introduction to Black Studies. (3)

An interdisciplinary and comparative introduction to the black experience in both the United States and Africa.

***110, 120, 130—Topics in Ethnic Studies. (1)**

A series of mini-courses focusing on one or more of the following topics: the history of a

given ethnic group in the "old country," in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

203—Introduction to Gender Studies. (3)

Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

207—Social Organization of the U.S. Health Care System. (3)

Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

215—Women's Past, Present, and Future. (3)

Interdisciplinary examination of the roots of women's experiences, current issues pertinent to women, and trends impacting women's future, specifically in the United States.

235—Civil Rights, Public Policy, and Social Change. (3)

People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as Government and Politics 235.

Sociology

Social Sciences and Management Division

Faculty: DeAmicis, Maurer, Yu, Staff

151—Human Society. (3)

Introduction to sociology and United States society: social class, race, ethnicity, sex, age, family, education, religion, subcultures, polity, economy, deviance, urban life, collective behavior, population, bureaucracy, social groups, and social change.

211—Statistics in the Behavioral Sciences. (3)

Application of statistical methods in sociological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some non-parametric methods. Same as Psychology 211. Students may not also take for credit Economics 241, Mathematics 112.

233—The Family. (3)

The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selection; the family in transition.

***242—Urban Sociology. (3)**

Origins and social structure of United States cities; theories of urban ways of life; social psychology of urban living; race, social class, ethnicity, and subcultures in cities; urban problems; Utica as a representative city.

252—Racial and Cultural Minorities. (3)

Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

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.

276—Criminological Research Methods. (3)

Relationship between theory and method in explanations of unlawful, anti-social behavior within a research context, using secondary data sources. Computer applications and simulations, meta-analytic procedures and research report writing. May not be applied toward major in sociology and anthropology or minor in sociology. Prerequisite: Sociology 274.

312—Social Science Research Methods. (3)

Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, psychology, and other behavioral sciences; students originate, design, and conduct research projects.

333—American Utopian Societies. (3)

Emphasis on Oneida Community and Shakers. Father Divine Movement, Hutterites, Mormons, and Old Order Amish are included. Two Zeld trips required.

***367—Social Stratification. (3)**

Patterns and theories of unequal distribution of power, property, and prestige. Focus on American society.

***377—Social Gerontology: Field Work Seminar. (3)**

An analysis of various aspects of aging in American society with emphasis on change and adjustments during the life span. Student interviews with older persons on one-to-one basis. Same as Gerontology 377.

***405—Sociological Theory. (3)**

The development of sociology and critical survey of ideas about society from early thinkers through the present time. Prerequisite: Sociology 151 or permission of instructor.

470—Sociology Internships. (1-6)

Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required. Prerequisites: Sociology 151, 312, and permission of instructor and division associate dean.

490—Independent Study. (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division associate dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Spanish

Social Sciences and Management Division

Faculty: Zee, Staff

101—Beginning Spanish I. (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

102—Beginning Spanish II. (3)

Continuation of Spanish 101. Prerequisite: Spanish 101 or equivalent.

†115—Spanish for Medical and Paramedical Personnel. (3)

The fundamental concept of the course is that the medically oriented student can learn, in a limited time, the vocabulary and structures needed to communicate with Spanish-speaking patients.

201—Intermediate Spanish I. (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite: Spanish 102 or equivalent.

202—Intermediate Spanish II. (3)

Continuation of Spanish 201. Prerequisite: Spanish 201 or equivalent.

***237—Spanish Conversation and Grammar Review. (3)**

Thorough conversational practice. Training in oral comprehension and use of the Spanish language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: Spanish 202 or equivalent (in turn, Spanish 237 is a prerequisite for Spanish 327).

***247—Spanish Civilization and Culture. (3)**

An introduction to the culture and traditions of Spain and Spanish America. Lectures in Spanish, with films and slides; oral and written reports; and term projects related to students' cultural interests. Prerequisite: Spanish 202 or equivalent.

***327—Spoken Spanish. (3)**

Conversational practice based upon selected aspects of Hispanic life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic Spanish. Prerequisite: Spanish 237 or equivalent or permission of instructor.

***388—Masterpieces of Spanish Literature. (3)**

Readings and critical analysis of representative works. Discussion of their importance in representative literary movements. Oral and written reports. Conducted in Spanish. Prerequisite: Spanish 202 or equivalent.

490—Independent Study. (3)

Theatre

Arts and Sciences Division

Faculty: Staff

121—Introduction to Theatre. (3)

Examination of the various arts of theatre: playwriting, directing, acting, scene and costume design, as individual arts and as part of the composite art of theatre leading to a more perceptive critical view of theatre. Practical work in at least one stage production required.

130—Practicum in Theatre. (1)

Participation in dramatic productions. Students selected by the faculty. May be taken four times for credit.

†133—Production in the Theatre. (3)

The study of the technical disciplines of the theatre (scene design, lighting, costume design, etc.) in relationship to the entire production. Practical as well as theoretical work. A project will be required of each student.

136—Elements of Acting. (3)

"Stage business" and movements, theatrical projection, correlation of body and voice, relation of the body to moods and emotions, and the application of these elements to individual and ensemble scene work.

140—Theatre Workshop. (1)

Actors, actresses, dancers, lighting, scenic and costume designers, playwrights, musicians, and film makers plan productions and other theatrical activities and initiate and develop theatre experiments. Everyone will take part in some theatrical activity outside of class. Freshmen by permission of instructor only. May be repeated up to a maximum of four credits.

†237—Voice and Diction for Actors. (3)

Development of the voice as a non-regional instrument of expression for the stage. Elimination of regional speech will be stressed, with emphasis on acting, vocal expression and variety, dialects, and the relationship of movement to voice. Not open to students who have taken Communication Arts 105.

†337—Acting Characterization. (3)

The development of stage characterizations; in-depth, practical, and theoretical study including analysis and observation and utilizing imitation, rhythm, costume, make-up. Complete characterization in scenes and projects will be required. Prerequisite: Theatre 136.

†338—Acting—Scene Study. (3)

Intensive study of creating a role through scene work. Script analysis, character action, motivation, non-verbal behavior, and period and style. Each student will perform a number of scenes in class and complete an outside project. Prerequisite: Theatre 136.

†375—History and Literature of the Theatre. (3)

Forms of drama (tragedy, comedy, tragic-comedy, and others) from ancient Greece to the present. Same as English 375.

†438—Acting Styles. (3)

Exercises and improvisations designed to enhance acting ability to deal with different styles. The class will examine and perform, in scenes and projects, as many styles as possible; for example, Greek, Elizabethan, Restoration, Commedia, Absurd, and Ensemble. Prerequisite: Theatre 136.

†441—Directing in the Theatre. (3)

An exploration of the methods of directing a play, beginning with the analysis of the script and ending with the finished production. Each student will direct a short play as a term project.

490—Independent Study. (1-3)

Therapeutic Recreation

Health and Human Studies Division

Faculty: Joseph, Kay, Staff

101—Introduction to Therapeutic Recreation. (3)

Historical survey of recreation with special emphasis on current trends, problems, and projected developments in leisure classes. Emphasis on the historical, philosophical, and psychological aspects of therapeutic recreation. Field experience with community agencies.

106—History and Philosophy of Recreation (3)

History and philosophy of the development of recreation, park resources, leisure services profession, and the use of human and natural resources.

151—Therapeutic Recreation Methods and Techniques. (3)

Therapeutic intervention methods and application of appropriate techniques. Pool utilized to apply methods and techniques. Prerequisite: Therapeutic Recreation 101.

152—Recreational Activities. (2)

Method, theory, and selection of activities in seven recreation program areas: games, sports, arts and crafts, music, drama, and special events.

156—Recreational Services and Leadership. (3)

Study of the professional recreation field and its importance in human development and conservation of natural resources. Includes: organization and delivery of recreational and leisure services in public and private sector; park resources movement; leadership experience in recreational programming for well, able-bodied persons; and evaluation techniques.

301—Outdoor Recreation. (3)

Theory and application of camping and outdoor experiences for various populations. Therapeutic recreation majors only. Prerequisite: Therapeutic Recreation 101.

302—Leisure Counseling. (3)

Theoretical and practical foundations of leisure as related to the individual and recreation and therapeutic recreation. Development of leisure counseling skills, evaluation, and application to various settings.

303—Recreation Program Design in Therapeutic Recreation. (3)

Assessments, observations, and evaluations of individuals with disabilities. Development and design of comprehensive and specific programs. Field experiences with community agencies required. Prerequisite: Therapeutic Recreation 101.

352—Assessment and Evaluation in Therapeutic Recreation. (3)

Analysis of motor development theories, concepts of learning, mechanics of body movement and the performance of tasks. Testing, assessment, screening procedures, and evaluation techniques. Field work required. Prerequisites: Therapeutic Recreation 101, Biology 101 and 102.

401, 402—Field Work I, II. (6, 6)

Experience in community agencies in two areas of interest. Limited to therapeutic recreation majors who have completed all other degree requirements. Second semester of senior year.

405—Fitness Programming and Recreation Management. (3)

Aspects of physical fitness and various methods of measurement. Management techniques of fitness center facilities, health clubs, and recreation centers. Includes laboratory practicum.

406—Organization, Administration, and Supervision in Therapeutic Recreation. (3)

Principles, methods, techniques, and analysis of organizational patterns and administrative problems involved in the operation of recreational agencies.

World Literature**

Arts and Sciences Division

Faculty: Bergmann, Ham, Hutchinson, Nassar, Orr, Staff

205—Masterpieces of World Literature: Through the Renaissance. (3)

Literary masterpieces in the Western tradition, before 1650, in translation. Includes Greek drama, Greek and Roman epics, The Bible, Dante, Cervantes.

206—Masterpieces of World Literature: Since the Renaissance. (3)

Literary masterpieces in the Western tradition, after 1650, in translation. Includes Voltaire, Goethe, Flaubert, Dostoyovsky, Ibsen, Mann, Kafka, and modern non-European writers.

***334—Greek and Roman Mythology. (3)**

A study of those myths which have had significant influence on later literature and art. Readings in translation selected from the great authors of antiquity.

***347—Images of Women in Literature. (3)**

Examination of women's roles in texts by authors of both genders. Critical views of female characters in literature. Understanding of gender roles in literature of various cultures.

***356—From Fairy Tale to Modern Fantasy. (3)**

Study of the fairy tale from its Romantic European forms to modern British and American developments. Readings include: Grimm, Andersen, E. T. A. Hoffmann, MacDonald, Tolkien, LeGuin.

***358—World Literature in English. (3)**

Modern and contemporary literature in English from Africa, Asia, the Caribbean, and the Pacific. All genres; may include works by Achebe, Narayan, Rushdie, Soyinka, Head, Salkey, and others.

†400—Topics in World Literature. (3)

Concentrated study—primarily in translation—of genres, masterpieces, movements, periods, or themes. Topics will vary from term to term.

**Also see course listings for English.

Administrative Officers and Staff

OFFICE OF THE PRESIDENT

Todd S. Hutton, Ph.D.	President
Jerome D. Cartwright, Ph.D.	Executive Assistant to the President and Associate Dean
Diana M. Elefante	Executive Secretary to the President

Office of Admissions:

Leslie B. North, B.A.	Vice-President for Enrollment Management/ Director, Admissions
Robert Croot, B.A.	Senior Associate Director, Admissions
Catherine M. Cominsky, B.A.	Assistant Director, Admissions
Lisa Hoskey, B.A.	Assistant Director, Admissions
TBA.	Assistant Director, Admissions
TBA.	Assistant Director, Admissions
Calvin Moore, B.A.	Assistant Director, Admissions
Andrew Puckey, B.A.	Assistant Director, Admissions

Office of Financial Aid:

Elizabeth C. Wilson, B.A.	Director, Financial Aid
Irene A. Brown, B.S.	Senior Assistant Director, Financial Aid
Scott L. Houseal, B.S.	Assistant Director, Financial Aid
Mary Beth Kennedy, M.S.	Director, Student Employment

Office of Physical Education and Athletics:

James A. Spartano, M.S.	Director
Andrew M. Goodemote, B.A.	Staff
Susan L. Betler, B.A.	Staff
David S. Fontaine, M.S.	Staff
Pennie Carlo, M.A.	Staff
Eric Stilz, B.S.	Staff
Michael J. Kemp, M.S.	Staff
Kathleen Stoehr, B.A.	Staff
Timothy Nelson, B.A.	Staff

Archives:

Nancy W. Mandry, M.S.	Archivist
----------------------------	-----------

OFFICE OF THE VICE-PRESIDENT FOR
INFORMATION AND PLANNING SERVICES

Carol Mackintosh, A.M. *Vice-President for Information and Planning Services*
Mary Joan Foresti *Administrative Assistant*
Joseph R. Paxhia, M.B.A. *Director, Minicomputer and Administrative Systems*
Maureen H. Scoones, M.S. *Director, Computer User Services*
Carol A. Smith, B.S. *Computer Programmer Analyst*
Joseph A. Ulinski, B.S. *Systems Programmer*
Valerie Cucura, B.S. *Director, Networking Services*
Garry E. Kosmoski, B.S. *Computer Support Specialist*
Darek V. Sady, B.S. *Computer Support Specialist*

OFFICE OF THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS
AND DEAN OF THE FACULTY

Mary Lee Seibert, Ed.D. *Vice-President for Academic Affairs
and Dean of the Faculty*
Anne M. Jasinski, B.A. *Executive Secretary*

Division of Arts and Sciences:

Frank Bergmann, Ph.D. *Associate Dean for Arts and Sciences*
Lawrence R. Aaronson, Ph.D. *Coordinator, Biology*
Mary Anne Hutchinson, Ph.D. *Coordinator, English*
Ronald L. Danilowicz, Ph.D. *Coordinator, Mathematics and
Computer Science*
TBA *Coordinator, Performing and Fine Arts*
Curtis R. Pulliam, Ph.D. *Coordinator, Chemistry, Geology, Physics*

Division of Health and Human Studies:

K. Della Ferguson, Ph.D. *Associate Dean for Health and Human Studies*
Mary Katherine Maroney, Ph.D., R.N. *Director, Nursing*
Paula D. Carey, M.S. *Director, Occupational Therapy*
Pauline E. Ginsberg, Ph.D. *Coordinator, Philosophy and Psychology*
Dale Scalise-Smith, Ph.D. *Director, Physical Therapy*
Melodee Moltman, M.S. *Director, Psychology-Child Life*
Lois A. Fisch, Ph.D. *Director, Teacher Education Programs*
Joan Kay, M.A. *Director, Therapeutic Recreation*

Division of Social Sciences and Management:

Stephen P. Neun, Ph.D. *Associate Dean for Social Sciences
and Management*
Richard Fenner, Ph.D. *Coordinator, Accounting and Economics*
Cecilia Friend, M.A. *Director, Communications Programs*
Gary R. Gordon, Ed.D. *Director, Economic Crime Programs*
Michael D. Wiatrowski, Ph.D. *Director, Criminal Justice*
Stephen G. Peek, M.B.A. *Director, Management Studies Programs*
Nathaniel Richmond, Ph.D. *Coordinator, Political and
International Studies*
John H. Johnsen, Ph.D. *Coordinator, Social Sciences*

Special Academic Programs:

Mark C. Kovacs, M.S. Coordinator, Freshman Seminars
Diane Matza, Ph.D. Director, Honors Program
Nancy R. Hollins, M.S. Coordinator, Student Outcomes Assessment
Marianosa Allodi, M.S. Director, Mathematics/Science Center
Theodore S. Orlin, J.D. Special Adviser, Pre-Law
Judith McIntyre, Ph.D. Special Adviser, Pre-Medicine
Lisa Orr, Ph.D. Director, Writing Center
Virginia B. Kelly, M.A. Special Adviser, Edith Barrett Art Gallery

Division of Continuing Education:

James S. Pula, Ph.D. Dean, Graduate and Continuing Education
Evelyn Fazekas, M.S. Director, Credit Programs
Joni L. Pulliam, M.S. Director, Professional Development Programs

Frank E. Gannett Memorial Library:

David M. Harralson, Ph.D., M.L.S. Associate Dean and Director
Patricia K. Burchard, M.L.S. Librarian
Larisa K. John, M.L.S. Librarian
Beverly J. Marcoline, M.L.S. Librarian
Elizabeth Pattengill, M.L.S. Librarian
Rosemary Anguish, B.S. Interlibrary Loan Supervisor
Elizabeth O'Brien, B.A. Head of Circulation
Deborah A. Seiselmyer, B.A. Cataloging Assistant
Cathleen E. Woodruff, B.S. Cataloging Assistant
Kathleen Randall, B.A. Director, Media Center

Office of International Programs:

Laurence W. Roberts, Ph.D. Director
Linda L. Worth, B.A. Assistant Director
Mary Drucker, M.A. IELP Coordinator

Office of the Registrar:

Dominic Passalacqua, M.S. Registrar

Young Scholars Liberty Partnership Program:

Francis A. Perretta, M.S. Director
Laura Horn, M.S. Program Assistant
Edward J. Martin Jr., M.S. LPP High School Advocate/Teacher
TBA. Math/Science Specialist
Jessica Jacobs, B.A. Middle School Tutor/Advocate

OFFICE OF THE VICE-PRESIDENT AND TREASURER

R. Barry White, M.S., C.P.A.	<i>Vice-President for Financial Affairs and Treasurer</i>
Robert P. Grant, B.S.	<i>Assistant Treasurer and Comptroller</i>
Marie D. Lambert, B.S.	<i>Administrative Assistant</i>
Bernice A. Marconi, B.S.	<i>Assistant Comptroller</i>
Ed J. Lewandowski, Jr., B.S.	<i>Bursar</i>
Gail A. Tuttle	<i>Administrative Assistant</i>
Bobbi H. Smorol, B.S.	<i>Manager, Purchasing</i>
Irene Moskal, B.S.	<i>Payroll Supervisor</i>
Mary B. Morton, B.S.	<i>Director, Human Resources</i>
Ann Pentasuglia	<i>Insurance/Benefits Coordinator</i>
Gregg A. Sponburgh, M.P.H.	<i>Director, Campus Safety</i>
Donald L. Harter	<i>Plant Manager</i>

OFFICE OF THE VICE-PRESIDENT FOR STUDENT AFFAIRS

Robert E. Woods, M.S. . . .	<i>Vice-President for Student Affairs and Dean of Students</i>
Claudia R. Bell, M.S.	<i>Associate Dean of Students</i>
Mark C. Kovacs, M.S.	<i>Director, Residence Life</i>
Julie M. Lenard	<i>South Hall Complex Residence Hall Director</i>
Jeffrey M. Schneider, B.M.	<i>Burrstone House Residence Hall Director</i>
Daniel A. VanVechten, B.A.	<i>North Hall Complex Residence Hall Director</i>
Stephen M. Pattarini, M.S.	<i>Director, Student Development</i>
Alane P. Varga, M.A.	<i>Coordinator, Counseling Services</i>
Amy E. Mirabelli, M.S.	<i>Freshman Counselor</i>
Susan M. Romano, M.S.	<i>Assistant Director, Student Activities</i>
Barbara E. Jordan, M.S.	<i>Director, Career Services and Cooperative Education</i>
Geraldine Russo, B.A.	<i>Assistant Director, Career Services and Cooperative Education</i>
Lucille W. Roser, R.N.	<i>Director, Student Health Center</i>
Nancy A. Rondinelli, L.P.N.	<i>Licensed Practical Nurse</i>
Johnni F. Mahdi, M.A.	<i>Director, Opportunity Programs</i>
Harold T. Wells, M.S.	<i>Math & Science Adviser</i>
Carolyn Carstensen, B.A.	<i>Counselor</i>

OFFICE OF THE VICE-PRESIDENT FOR COLLEGE RELATIONS

David J. Fraboni II, B.S.	<i>Vice-President for College Relations</i>
Donielle M. Bradley, M.S.	<i>Director, Development</i>
Carl S. Dziekan, J.D., C.P.A.	<i>Director, Planned Giving</i>
Marguerite Plescia, B.A.	<i>Development Officer</i>
TBA.	<i>Coordinator, Alumni Events</i>
Kim Lambert, B.A.	<i>Director, Public Relations</i>
Jill E. Anderson, B.A.	<i>Coordinator, Publications</i>
TBA.	<i>Coordinator, Media Relations and Communications</i>
TBA.	<i>Coordinator, Records and Research</i>

SPECIAL INSTITUTES

Centro Studi Casauriensi:

Dottore Ada De Stefanis	<i>Presidente</i>
-----------------------------------	-------------------

Computer Forensics Research and Development Center:

Gary R. Gordon, Ed.D.	<i>Director</i>
-------------------------------	-----------------

The Crisafulli Fund for the Faculty:

Richard Fenner, Ph.D.	<i>Chairperson</i>
-------------------------------	--------------------

Economic Crime Investigation Institute:

John L. Martin, J.D.	<i>Chairperson</i>
Gary Gordon, Ed.D.	<i>Executive Director</i>

Ethnic Heritage Studies Center:

Eugene Paul Nassar, Ph.D.	<i>Director</i>
-----------------------------------	-----------------

Institute of Applied Ethics:

Edward Bradley, M.D.	<i>Chairperson</i>
James F. Caron, Ph.D.	<i>College Representative</i>
Robert M. Halliday, D. Phil.	<i>College Representative</i>

Institute of Gerontology:

Ronald Lucchino, Ph.D.	<i>Director</i>
--------------------------------	-----------------

Raymond Simon Institute for Public Relations:

Raymond Simon, M.S.	<i>Executive Director</i>
-----------------------------	---------------------------

Board of Trustees

Officers

Chairperson

James DuRoss, Jr.
Vice-President, Northeast Region,
American Building Maintenance,
Utica, NY

Vice-Chairperson

Dominick D. Carbone
Vice-President, Don-Al Management
Co., Inc., Utica, NY

Vice-Chairperson

Carolyn L. Dalton '74
Vice-President, Human Resources
(Retired), Utica National Insurance
Group, New Hartford, NY

Vice-Chairperson

Ronald A. Cuccaro
President / CEO
Adjusters International,
Utica, NY

Secretary

Diana Elefante
Executive Secretary to the President,
Utica College, Utica, NY

Members

George Aney, Esq.
Attorney, Herkimer, NY

Lauren E. Bull '74
CEO, Bull Bros. Inc.,
Utica, NY

Robert T. Bullock '69
President, Bullock Companies,
New Hartford, NY

Michael D. Button '75
President, Herkimer Wholesale Co.,
Inc., Utica, NY

Joseph R. Carucci
President, Prudential,
Joseph R. Carucci Real Estate,
New Hartford, NY

Harold T. Clark, Jr. '65
President, Mac-Clark Restaurants,
Inc., New Hartford, NY

Vincent Coyne '66
Owner, Coyne Technical Services,
Whitesboro, NY

Michael D. Damsky, CLU
Michael D. Damsky, CLU and
Associates, Utica, NY

Donald A. DeRosa '54
Program Manager (Retired), General
Electric Co., Whitesboro, NY

John A. Donohue '57
Insurance Agent, Equitable Life
Assurance Society, Syracuse, NY

Susan Doolittle '71
President, Doolittle Services, Inc.,
Barneveld, NY

Joseph P. Furgal '50
Teacher (Retired), Whitesboro
Central School, Utica, NY

Gary F. Grates
President and CEO, GCI Boxenbaum
Grates, New York, NY

Richard J. Holcombe '69
Management Consulting, Chipman-
Union, Union Point, GA

Robert O. Hubbell '66
Executive Vice-President, Rome-
Turney Radiator Co., Rome, NY

*Todd S. Hutton, Ph.D.
President, Utica College, Utica, NY

Robert F. Julian '71, Esq.
Attorney, Julian & Pertz, PC.,
Utica, NY

Christopher J. Kelly '61
Vice-President, Jay-K Independent
Lumber Co., New Hartford, NY

Fred D. Knittle '50
Consultant, Development/Public
Relations, Leeds, MA

Daniel G. Lowengard
Superintendent of Schools, Utica City
School System, Utica, NY

Ronald J. Mack '73
Chief of Education & Interpretation,
National Park Service,
Washington, DC

Sally L. Majka '61
Rome, NY

John L. Martin '59, Esq.
Partner, OSO Group Ltd.,
Washington, DC

Theodore E. Martin '61
President and CEO (Retired), Barnes
Group, Inc., Bristol, CT

Ronald E. Mason '74
Executive Vice-President for Human
Resources, BBDO Worldwide,
New York, NY

Stanley A. Mattos '77
Senior Vice-President, ALLTEL
Information Services, Inc.,
Charlotte, NC

John J. Meehan '61
Insurance Agent, State Farm
Insurance, Utica, NY

Doris Wester Miga
Professor Emerita of Sociology, Utica
College, Utica, NY

Frank A. Mondì '62, V.M.D.
Veterinarian, New Hartford Animal
Hospital and Care Center,
Washington Mills, NY

Dr. Anthony J. Palumbo
New Eye Care Center, Utica, NY

Nancy M. Pattarini '77
President, Paige Marketing
Communications Group, Utica, NY

Kathryn B. Pyne
Community Leader, Utica, NY

Eugene F. Quadraro, Jr. '71
Director, United Health Care
Oriskany, NY

Linda E. Romano, Esq.
President, Romano First Properties
Group, Utica, NY

*Kenneth A. Shaw, Ph.D.
Chancellor, Syracuse University,
Syracuse, NY

Norman I. Siegel, Esq.
Attorney, Siegel, Hester, Saunders,
Kahler & Manion, Utica, NY

Theodore L. Tolles
New Hartford, NY

Stephen B. Waters
Vice-President & Publisher, Rome
Sentinel Company, Rome, NY

John R. Zapisek '62
Vice-President/Executive Senior
Financial Officer, Utica National
Insurance Group, Utica, NY

*Indicates ex-officio member

Emeritus Directors of the Utica College Foundation

The Utica College Foundation is a separate legal entity incorporated to seek funds and assets in support of the College's needs. Members of the Board of Trustees serve simultaneously as directors of the Foundation.

Lansing G. Baker, Ph.D.
Past President, Utica College
Senior Vice-President, University
Relations, Syracuse University,
Syracuse, NY

Joseph J. Bialek
Professor Emeritus
Owner, J. Bialek Associates,
Clay, NY

Sherwood Boehlert '61, D.L.
U.S. Congressman, 23rd District, NY,
Washington, DC

Roswell W. Buckingham '50
Assistant Principal (Retired), New
Hartford Central School, New
Hartford, NY

Thomas J. Cahill, Jr. '49, D.H.L.
President (Retired), Trans Car
Services, Utica, NY

Ambrose J. deFlumere
Past President, Utica College,
Clinton, NY

Vincent A. Delorio '52, Esq.
Attorney, The V.A. Delorio Law Firm,
Purchase, NY

Rocco A. DePerno '65, Esq.
Attorney, DePerno, Khanzadian,
McGrath & LaLonde, Barneveld, NY

Edward W. Duffy '50
Chairman of the Board (Retired),
Marine Midland Banks, Inc.,
Sarasota, FL

Charles A. Gaetano
President, Charles Gaetano
Construction Corp., Utica, NY

Charles R. Getty
Vice-President (Retired), Revere
Copper & Brass, Inc., Rome, NY

Mary K. Griffith
Civic Leader, Rome, NY

Victor J. Grimaldi '55
Market Research Specialist (Retired),
General Electric Co., Utica, NY

M. Gilbert Hubbard, Esq.
Attorney (Retired), Clinton, NY

William E. Jakes
Director Operations, NYNEX Corp.
(Retired), Lakeland, FL

Richard B. Lewis '65
President and CEO (Retired),
Universal Transcontinental Corp.,
New York, NY

Frank P. Mammone '50
Adjunct Professor, Mohawk Valley
Community College, Utica, NY

Albert S. Mazloom '58
President, Trenton Terminals, Inc.,
Utica, NY

Donald C. McLaughlin '52
Chairman of the Board, Canterbury
Press (Retired), Rome, NY

Paul F. McMahon '68
Regional Director, Ernst and Young
International, Singapore

Murray L. Nusbaum, M.D.
Professor, Department of Obstetrics
and Gynecology, SUNY Health and
Science Center, Syracuse, NY

F. Eugene Romano
Chairman of the Board, Pacemaker
Millar Supply Co., Utica, NY

William L. Schrauth
President, The Savings Bank of
Utica, Utica, NY

Thomas D. Sheldon, Ph.D.
Past President, Utica College
Chairman, Education Professionals
International, Bridgeport, NY

Michael K. Simpson, Ph.D.
President, University of Paris,
Paris, France

Joseph C. Talarico '63
Int'l Secretary/Treasurer (Retired),
UFCW District Union Local One,
Utica, NY

Dwight E. Vicks, Jr.
President, Vicks Lithograph and
Printing Corp., Yorkville, NY

George B. Waters
President-Editor, The Rome Sentinel
Co., Rome, NY

Henry G. Williams '51
Commissioner (Retired), NYS Public
Service Commission, Albany, NY

Alumni Association National Alumni Council 1999–2000

Officers

President	Michael L. Yeoman '83
Vice-President	Heather Mowat '86
Secretary-Treasurer	Anne Marie Teitelbaum '92

Council Members

Oneida & Herkimer Counties

Carolyn J. Berwald '64
Bruce A. Brodsky '73
Rosario R. Dalia '63
Joseph G. Fariello '80
Jack P. Jones '62
Joseph N. LaBella '86
Edward J. Martin, Jr. '62
Donna M. Masi '76
Robert M. Mazzatti '60
Pamela H. Rose '64
Michael L. Yeoman '83

Greater Albany

Kirk J. Starczewski '78
Ann Marie Teitelbaum '92

Syracuse

Kim Predgen Reynolds '78

Rochester/Buffalo

Thomas W. Scirto '81

Metro New York City

Gary F. Grates '81
Michael B. Levine '61

New England

Beth A. Sharpe Lanza '93

Washington, D.C./Mid-Atlantic

William J. Riley '55

Florida

TBA

At-Large Representatives

Dr. Clifford J. Ameduri '71
Clifford J. Emery '68
Julius Grossman '72
Clorinda P. Mondì '62
Heather Mowat '86
Malaika D. Danovitz '96

Alumni Trustees on the Board of Trustees

Sally L. Majka '61

Ronald J. Mack '73

Ronald A. Cuccaro '66

Emeriti Members

James R. Bacher '53

Carolyn J. Berwald '64

Margaret W. Betler '57

Joseph Camerata '49

Harold T. Clark, Jr. '65

Vincent J. Coyne '66

Donald A. DeRosa '54

Victor J. Fariello '76

Victor J. Grimaldi '55

Dr. Louis M. Haddad '51

Dr. Toffe M. Hadity '52

Thomas J. Nelson '69

Sharon A. Oberriter '64

Dominick C. Perta '50

James A. Riccardi '60

James R. Salmay '73

Tom Scirto '81

Jane R. Tofalo '54

Philip G. Vanno, Jr. '73

Henry G. Williams '51

Alumni Events Office

Address: Utica College of Syracuse University,
1600 Burrstone Road, Utica, New York 13502-4892

Phone: (315) 792-3025 or 1-800-456-UCSU

FAX: (315) 792-3245

e-mail – pioneer@utica.ucsu.edu

<http://www.ucsu.edu>

Faculty

Lawrence R. Aaronson

B.S. Florida State University
Ph.D. Rutgers University
*Professor of Biology, 1987**
Crisafulli Distinguished Teaching Award,
1996
Clark Award, 1997

James W. Albert, PE

B.C.E. Clarkson College of Technology
Associate Professor of Construction
Management, 1974

Mariarosa Allodi

B.S. Utica College
M.S. Syracuse University
Associate Professor of Mathematics, 1979
Crisafulli Distinguished Teaching Award,
1988

Robert Anderson

B.A., M.A., D.S.S. Syracuse University
Professor Emeritus of Political Science
and Social History

Louis Angelini

B.M. Ithaca College
M.M., Ph.D. Eastman School of Music
Professor Emeritus of Music

Joseph J. Arlotto

B.A. Hamilton College
M.S. University of Illinois
Associate Professor Emeritus of Physics

Marilyn H. Baissa

B.A. Lycoming College
M.A., Ph.D. George Washington University
Associate Professor of Government &
Politics/Black Studies, 1978
On Leave

Richard Becker

B.A. Harvard University
M.A., Ph.D. University of Chicago
Associate Professor of History, 1969

G. Hossein Behforooz

B.S. Tehran University
M.S. Institute of Mathematics, Teachers
Training University
M.S., Ph.D. Brunel, University of West
London
Professor of Mathematics, 1987

John C. Behrens

B.S. Bowling Green State University
M.A. Pennsylvania State University
Professor Emeritus of Public Relations/
Journalism

Marilyn A. Belli, R.N.

B.S.N., M.S. University of Rochester
Assistant Professor of Nursing, 1987

Frank Bergmann

Neues Gymnasium Ravensburg,
Germany
M.A. University of Arkansas
Ph.D. University of Tübingen, Germany
Professor of English and German, 1969
Crisafulli Distinguished Teaching Award,
1985
Clark Award, 1994

*Year of appointment to Utica College.

Alan E. Bessette

B.S. University of Vermont
M.S. University of Oregon
Ph.D. University of Maine at Orono
Professor of Biology, 1983
Clark Award, 1995

Joseph J. Bialek

B.S., M.B.A. Syracuse University
Associate Professor Emeritus of
Accounting

William C. Blanchfield

B.S., M.S. Rensselaer Polytechnic
Institute
Ph.D. State University of New York at
Albany
Professor of Economics, 1966

Patrick M. Boyd, M.T. (ASCP)

B.S. State University of New York at
Buffalo
M.S. Roswell Park Memorial Institute,
Buffalo
Ph.D. State University of New York at
Binghamton
Associate Professor of Chemistry, 1975

Thomas G. Brown

B.A. University of Virginia
M.A. Hollins College
Ph.D. University of Maine at Orono
Professor of Psychology, 1975
Distinguished Professor of the College,
1999

Paula D. Carey, O.T.R.

B.S. Utica College
M.S. Syracuse University
Associate Professor of Occupational
Therapy, 1987

James F. Caron

B.A. Assumption University of Windsor
M.A., Ph.D. University of Toronto
Professor of Philosophy, 1968

James J. Carrig

B.A., M.A. Niagara University
Ed.D. Syracuse University
Associate Dean Emeritus

Jerome D. Cartwright

B.A. Western Michigan University
M.A. University of Michigan
Ph.D. University of Wisconsin
Professor of English, 1965

Lawrence C. Cerny

B.S., M.S. Case Institute of Technology
Ph.D. University of Ghent, Belgium
Professor Emeritus of Chemistry

James L. Chamberlain

B.S. Cornell University
M.S. University of Massachusetts
Ph.D. University of Tennessee
Professor Emeritus of Biology

Christine L. Channer-Dugan

B.S. State University of New York College
at Cortland
M.S. Syracuse University
Ph.D. Arizona State University
Associate Professor of Education, 1980

Anthony C. Checchi

B.S. State University of New York at
Oswego
M.S., Ph.D. Purdue University
Associate Professor of Biology, 1969

Robert Cimbalo

B.F.A. Pratt Institute, Brooklyn
M.F.A. Syracuse University
Associate Professor of Fine Arts, 1980

Edward J. Conzola

B.A. Colgate University
M.A. Ohio State University
Assitant Professor of Journalism, 1998

John D. Cormican

B.A., M.A. Ball State University
Ph.D. University of Michigan
M.S.W. Syracuse University
Professor of English, 1974

Virgil C. Crisafulli

B.A., M.A., Ph.D. Ohio State University
Professor Emeritus of Economics

Edward B. Cutler

B.S. Wayne State University
M.S. University of Michigan
Ph.D. University of Rhode Island
Professor of Biology, 1967
On Leave

Ronald L. Danilowicz

B.S. Rose Hulman Institute of Technology
B.A. Utica College
M.S. John Carroll University
Ph.D. Colorado State University
Professor of Computer Science, 1974

Lawrence H. Day

B.A.Sc. University of Toronto
M.Sc. University of Wisconsin-Madison
Ph.D. McGill University
Associate Professor of Physics, 1989

Jan J. DeAmicis

B.A. Dartmouth College
M.A., Ph.D. University of Massachusetts,
Amherst
Professor of Sociology, 1977

Sandra B. Dimeo, O.T.R.

B.S. Utica College
M.S. State University of New York at
Cortland
*Associate Professor of Occupational
Therapy, 1992*

Annette M. Dimon, C.P.A.

B.S. State University of New York College
of Technology
M.B.A. Rensselaer Polytechnic Institute
*Associate Professor Emerita of
Accounting*

George J. Dmohowski

M.S. Belgrade University, Yugoslavia
Professor Emeritus of Mathematics

Laura G. Dorow

B.A. Wells College
M.A., Ed.D. Columbia University Teachers
College
Associate Professor of Education, 1994

Carol A. Downing

B.A., M.A. University of Dayton
Ph.D. Ohio University
*Assistant Professor of Communication
Arts, 1985*
*Crisafulli Distinguished Teaching Award,
1992*

Bradford A. Dunn, C.P.A.

B.S. Utica College
B.S. Cornell University
M.S. State University of New York Institute
of Technology
Assistant Professor of Accounting, 1985

Allyn R. Earl

B.A. Utica College
M.A. Syracuse University
Associate Professor Emeritus of Finance

Helmut P. Echtermann

B.A. Marburg University, Germany
M.A. Columbia University
Associate Professor of Marketing, 1978

J. Richard Emmert

A.B. Hope College
Ph.D. Brown University
*Associate Professor of Government and
Politics, 1970*

Amparo M. Escarrilla

B.S., M.S. University of the Philippines
B.S.E. University of San Agustin
M.S., Ph.D. Iowa State University
Professor Emerita of Chemistry

Richard Fenner

B.A., M.B.A. Cornell University
M.A., Ph.D. Syracuse University
Associate Professor of Economics, 1989

K. Della Ferguson

B.G.S., M.S. University of Nebraska,
Omaha
Ph.D. Kansas State University
Professor of Psychology, 1978
*Crisafulli Distinguished Teaching Award,
1990*

Lois A. Fisch

B.Ed. University of Wisconsin
M.Ed. National-Louis University
Ph.D. Northwestern University
Associate Professor of Education, 1995

Linnea E. Franits, O.T.R.

B.A., M.A. New York University
Assistant Professor of Occupational Therapy, 1994

Cecilia Friend

B.A. University of Maryland
M.A. Syracuse University
Associate Professor of Public Relations/Journalism, 1987

Mary Jean Gelsomino, L.P.T.

B.S. Ithaca College
M.A. New York University
Assistant Professor of Physical Therapy, 1994

Pauline E. Ginsberg

B.A. Carnegie-Mellon University
M.S. Illinois State University
Ph.D. Syracuse University
Professor of Psychology, 1982

Elizabeth B. Gleasman, R.N., C.N.P.R.S.

B.S.N. University of Rochester
M.S. Syracuse University
Assistant Professor of Nursing, 1985

Gary R. Gordon

B.A. Clark University
M.S. University of New Haven
Ed.D. Boston University
Professor of Criminal Justice and Psychology, 1983

Anne K. Goss

B.A. Montclair State College
Assistant Professor Emerita of Mathematics

William H. Gotwald, Jr.

B.S. Millersville State College
M.S. Pennsylvania State University
Ph.D. Cornell University
Professor of Biology, 1968
Crisafulli Distinguished Teaching Award, 1979
Clark Award, 1991

David M. Habbel

B.S. State University of New York College at Brockport
M.A., Ph.D. State University of New York at Buffalo
Associate Professor of Communication Arts, 1987

Hedy Hyde Hage

B.A., B.P.S. State University of New York College of Technology
M.S.W. Syracuse University
Assistant Professor of Criminal Justice, 1997

Robert Halliday

B.A. Stirling University
D.Phil. Oxford University
Associate Professor of Philosophy, 1991

Edween Ham

B.S. State University of New York at Geneseo
M.A., Ph.D. Syracuse University
Associate Professor of English, 1969

David M. Harralson

A.B. Georgetown College
A.M. Indiana University
Ph.D. Kent State University
M.S., M.L.S. Syracuse University
Professor of English, 1969

Adolph B. Heller

B.A. University of Virginia
M.A., Ph.D. Syracuse University
Associate Professor Emeritus of Modern Languages

William M. Hickman

B.A. Williams College
M.B.A. Syracuse University
Associate Professor of Marketing/Management, 1985

Lyn Hill, O.T.R., F.A.O.T.A.

B.S. Wayne State University
M.S. Syracuse University
Associate Professor Emerita of Occupational Therapy

Nancy R. Hollins, O.T.R.

B.S. University of Minnesota
M.S. Syracuse University
Associate Professor of Occupational Therapy, 1987

Janice E. Huss

B.A. Utica College
M.S. Syracuse University
Associate Professor of Computer Science, 1983

Randall Huta, C.P.A.

B.S. Utica College
M.B.A. Syracuse University
Associate Professor of Accounting, 1965

Mary Anne Hutchinson

B.A. Utica College
M.A., Ph.D. Syracuse University
Professor of English, 1980

Todd S. Hutton

A.B. Davidson College
M.Ed. University of Florida
Ph.D. Duke University
President of the College, 1998

Mary Ann Janda

B.A., M.A., Ph.D. University of Illinois at Chicago
Associate Professor of English, 1987

Alicja Jarzab

B.A., M.A. Cracow Pedagogical University
Assistant Professor of Education

John H. Johnsen

B.A., M.A. Case Western Reserve University, Ohio
Ph.D. State University of New York at Buffalo
Associate Professor of Anthropology, 1977

Edward J. Jones, C.P.A.

B.A. Utica College
M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

Richard C. Joseph

B.S. Ithaca College
M.S. Syracuse University
Assistant Professor of Therapeutic Recreation, 1983

Joan Kay

B.S. Murray State University
B.S. Utica College
M.A. Ball State University
Associate Professor of Therapeutic Recreation, 1982

Andrew Kinney

B.A. West Virginia University
M.S. State University of New York at Cortland
Ph.D. Syracuse University
Assistant Professor of Psychology, 1998

Andrei V. Krassioukov

C.A.F.C. Acupuncture Foundation of Canada
M.D. Medical Institute, Volgograd, Russia
Ph.D., I.P., Pavlov Institute of Physiology
Assistant Professor of Biology, 1999

Ronald E. LaBella

B.A. Utica College
M.S. Syracuse University
Associate Professor of Computer Science, 1982

Kim Landon

B.A. Utica College
M.A. Syracuse University
Associate Professor of Public Relations/ Journalism, 1979
Crisafulli Distinguished Teaching Award, 1991

Marie-Noëlle D. Little

Licence-es-Lettres, Lyon University, France
M.A. Indiana State University, Terre Haute
Ph.D. University of Massachusetts, Amherst
Professor of French, 1982

Ronald Lucchino

B.A. Mansfield State College
M.S., Ph.D. University of New Mexico
Professor of Biology, 1973

Scott MacDonald

B.A. DePauw University
M.A., Ph.D. University of Florida
Professor Emeritus of English and Film

Gian Carlo Mangano

B.A. Catholic University, Milan, Italy
B.A. University of Rome, Italy
M.A. State University of New York at Buffalo
M.S. Syracuse University
Ph.D. Columbia University
Associate Professor of Mathematics, 1981

Moshe Marko

B.S. University of Tel Aviv, Israel
M.H.S. Washington University
Assistant Professor of Physical Therapy, 1998

Mary Katharine Maroney, R.N.

B.S. Columbia University
M.S. Boston University
Ph.D. Syracuse University
Associate Professor of Nursing, 1991

Deborah A. Marr, O.T.R.

B.S. Colorado State University
M.S. Michigan State University
Associate Professor of Occupational Therapy, 1993

Douglas J. Mattson

B.A. State University of New York at Oneonta
M.S. Duke University
Adjunct Instructor of Physical Therapy, 1998

Diane Matza

B.A. University of Michigan
M.A. Wesleyan University
Ph.D. Case Western Reserve University
Professor of English, 1978
Clark Award, 1996

Suzanne B. Maurer

B.A. Goucher College
M.A., Ph.D., Syracuse University
Assistant Professor of Sociology, 1998

Judith McIntyre

B.A. Carleton College
M.A., Ph.D. University of Minnesota
Professor of Biology, 1979
Clark Award, 1992
Crisafulli Distinguished Teaching Award, 1998

Denise M. McVay, L.P.T.

B.S. Marietta College
B.S., M.S. D'Youville College
Assistant Professor of Physical Therapy, 1995

Mark Metzler

A.B. Stanford University
M.A. University of California, Santa Cruz
Ph.D. University of California, Berkeley
Assistant Professor of History, 1998

Doris Wester Miga

A.B. State University of New York at Albany
M.A. Syracuse University
Professor Emerita of Sociology

Jeffrey A. Miller

B.A., M.A. State University of New York at Buffalo
Assistant Professor of Communication Arts, 1997

Michael L. Miller

B.S. Augusta State University
Ph.D. University of Wisconsin
Assistant Professor of Chemistry, 1999

Robert W. Millett

B.A. Michigan State University
M.S. State University of New York at Binghamton
M.A., Ph.D. University of Ottawa
Professor Emeritus of English

James C. Mills

A.B. Duke University
M.A., Ph.D. Indiana University
M.B.A. Syracuse University
Professor Emeritus of History

Melodee Moltman

B.S. South Dakota State University
 M.S. Wheelock College
*Associate Professor of Psychology-Child
 Life, 1980*

David L. Moore

B.S., B.A. Eastern Nazarene College
 M.S., Ph.D. Ohio State University
Professor of Biology, 1976
Clark Award, 1998

Clement J. Moses

B.A. Hamilton College
 M.S. Cornell University
 Ph.D. State University of New York at
 Binghamton
Associate Professor Emeritus of Physics

Frank K. Mosher

B.S., M.S., Ed.D. Syracuse University
Professor Emeritus of Education

Joan Murphy, R.N.

B.S. Nazareth College
 M.S. Boston University
 Ed.D. Syracuse University
Associate Professor of Nursing, 1982

Herman S. Muskatt

B.S. City College of New York
 M.S., Ph.D. Syracuse University
Professor Emeritus of Geology

Aaron Naftalevich

B.S. Vilnius University, Lithuania
 M.S. Moscow State University
 Ph.D. Lenin Pedagogical Institute,
 Moscow
*Associate Professor Emeritus of
 Mathematics*

Eugene Paul Nassar

B.A. Kenyon College
 M.A. (Oxon) Worcester College, Oxford
 Ph.D. Cornell University
Professor Emeritus of English

Stephen P. Neun

B.A., M.A., Ph.D. University of Connecticut
Professor of Economics, 1982
*Crisafulli Distinguished Teaching Award,
 1994*
Clark Award, 1999

Clara K. Nicholson

B.A. Syracuse University
 M.A. University of Massachusetts
 Ph.D. Syracuse University
Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.

B.A. Manhattanville College
 B.S. Columbia University College of
 Physicians & Surgeons
 M.S. Syracuse University
*Associate Professor Emerita of
 Occupational Therapy*

Theodore S. Orlin

B.A. Brooklyn College
 J.D. State University of New York at
 Buffalo
*Professor of Criminal Justice/Government
 and Politics, 1983*
*Crisafulli Distinguished Teaching Award,
 1993*

Lisa M. Orr

B.A. Syracuse University
 M.A. State University of New York at
 Binghamton
 Ph.D. University of California, Los Angeles
Assistant Professor of English, 1997

Wayne N. Palmer

B.A., M.A. New York State College for
 Teachers at Albany
*Associate Professor Emeritus of
 Mathematics*

Peter A. Pawson

D.E.C. Dawson College
 B.Sc., Ph.D. McGill University
*Associate Professor of Biology and
 Physical Therapy, 1993*

Stephen G. Peek

B.A. State University of New York at
Plattsburgh
M.B.A. University of North Dakota
Associate Professor of Management,
1987

William F. Pfeiffer

B.S. Wittenberg University
M.S. University of Wisconsin
Ph.D. Case Western Reserve University
Professor of Chemistry, 1970
Crisafulli Distinguished Teaching Award,
1986

Harold W. Pier

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

Curtis R. Pulliam

B.S. Western Illinois University
Ph.D. University of Wisconsin-Madison
Associate Professor of Chemistry, 1987

Nathaniel Richmond

B.A. State University of New York at
Buffalo
M.A., Ph.D. George Washington University
Professor of Government and Politics,
1988

Laurence W. Roberts

B.A. Utica College
M.A., Ph.D. Syracuse University
Associate Professor of Psychology, 1989
Crisafulli Distinguished Teaching Award,
1997

Roger R. Rockefeller

M.E., M.S., Ph.D. Stevens Institute of
Technology
Professor of Physics, 1969

Richard B. Rosen

B.S. Loyola University
M.A. Georgetown University
Ph.D. University of California at Berkeley
Professor Emeritus of History

Thomas A. Rossi, P.H.R.

B.S. Kings College
M.B.A. Monmouth College
Associate Professor of Management,
1979

Dale Scalise-Smith

B.S. Northwestern University
M.S., Ph.D. University of North Carolina
Associate Professor of Physical Therapy,
1996

James Scannell

B.A. Middlebury College
M.A. University of Virginia
Ph.D. State University of New York at
Stony Brook
Assistant Professor of English, 1998

Ralph N. Schmidt

B.A. Carroll College
M.A. Northwestern University
Ph.D. Syracuse University
Professor Emeritus of Speech
Communication

Raymond Simon

B.S. University of North Carolina
M.S. Northwestern University
Professor Emeritus of Public Relations

Jan Marie Simpson, L.P.T.

B.S. Le Moyne College
B.S. State University of New York Health
Science Center at Syracuse
Assistant Professor of Physical Therapy,
1995

R. Scott Smith

B.A. University of Rochester
M.A., Ph.D. Duke University
Assistant Professor of Psychology, 1991

Steven M. Specht, Ph.D.

M.A., Ph.D. State University of New York
at Binghamton
Associate Professor of Psychology, 1999

Donald M. Stasiw

B.S. Utica College
M.S. Case Western Reserve University
Ph.D. State University of New York
College of Forestry, Syracuse University
Associate Professor of Computer Science,
1981

Colleen Sunderlin, O.T.R.

B.A. Ithaca College
M.A. Tufts University School of
Occupational Therapy
Assistant Professor of Occupational
Therapy, 1995

John C. Swanson

B.A. Boston University
M.A., Ph.D. University of Minnesota
Assistant Professor of History, 1997

Kalixt S. Synakowski

B.A. Hamilton College
M.A. Harvard University
Associate Professor Emeritus of
Philosophy

Sally C. Townsend, O.T.R.

B.S. Virginia Commonwealth University
M.A. College of St. Rose
Associate Professor of Occupational
Therapy, 1991

Rosemary E. Ullrich

B.S. Mercyhurst College
M.S. Syracuse University
Associate Professor Emerita of Business

Helene L. Velitschkowski

Univ. Diploma, University of Belgrade
Assistant Professor Emerita of
Mathematics

Jo Ellen Vespo

B.A., Ph.D. State University of New York at
Stony Brook
M.A. University of Maryland
Professor of Psychology and Psychology-
Child Life, 1987

Charles H. Webster

B.A. Syracuse University
M.A. San Diego State University
Assistant Professor Emeritus of
Mathematics

Jerome Weiss

B.A. Sarah Lawrence College
M.A. Teachers College, Columbia
University
Associate Professor Emeritus of
Communication Arts and Dramatics

Sandra B. Welch, R.N.

B.S. State University of New York at Utica/
Rome
M.S. Syracuse University
Associate Professor of Nursing, 1986

Michael D. Wiatrowski

B.A. University of Texas
M.A. Florida State University
Ph.D. Portland State University
Associate Professor of Criminal Justice,
1997

Corinne G. Youda

B.S. Hartwick College
M.A. Smith College
Assistant Professor Emerita of Chemistry

Olivia Yu

B.A. Beijing Foreign Languages Institute
M.A., Ph.D. State University of New York
at Buffalo
Assistant Professor of Criminal Justice,
1993

Joseph M. Zappala, APR

B.A. St. Bonaventure University
M.A. Syracuse University
Associate Professor of Public Relations,
1987
Crisafulli Distinguished Teaching Award,
1999

Linda S. Zee

B.A. Colby College
M.A. Purdue University
Ph.D. Indiana University
Assistant Professor of Spanish, 1997

Donald K. Zellner

A.B. Hamilton College
Ph.D. Syracuse University
Associate Professor Emeritus of
Psychology

Adjunct Faculty

Claudette Abounader, R.N.

A.A.S. Mohawk Valley Community College
B.S., M.S. Syracuse University
Adjunct Clinical Instructor of Nursing

Charles Antzelevitch

B.A. Queens College
Ph.D. State University of New York,
Upstate Medical Center
Adjunct Research Professor in Biology

Michael C. Bagge

B.A. Tufts University
J.D. Tulane University School of Law
*Adjunct Professor, Legal Assistant
Program*

Malcolm B. Baird

A.B. Wilkes College
M.A., Ph.D. University of Delaware
Adjunct Research Professor in Biology

Suzanne M. Bakiewicz

B.S. State University of New York Institute
of Technology at Utica/Rome
M.S. State University of New York at
Binghamton
Adjunct Instructor of Marketing

Susan Blatt

B.S. Northwestern University
M.D. Northwestern Medical School
*Adjunct Professor of General Medicine,
Orthopedics, and Neurology*

Peter H. Boyce

B.S., M.S. Rensselaer Polytechnic
Institute
Adjunct Instructor of Economics

Danielle Pendorf Brain

B.A. Utica College
M.S. State University of New York at
Binghamton
Adjunct Instructor of English

Martin Broccoli

B.S. Utica College
M.S. State University of New York at
Albany
Adjunct Professor of Marketing

Civita A. Brown

B.A. Utica College
*Adjunct Professor of Psychology-Child
Life
Coordinator of Internships, Psychology-
Child Life Program*

Cora Bruns, O.T.R.

B.S. Utica College
*Adjunct Instructor of Occupational
Therapy
Fieldwork Coordinator, Occupational
Therapy Program*

Robert J. Bryla, P.T.

B.S. Ithaca College-Albert Einstein
College of Medicine
B.S., D.C. National College of Chiropractic
Adjunct Professor of Physical Therapy

Robert R. Calli

B.A. Utica College
J.D. New England School of Law
Adjunct Professor of Business Law

Paul Caluwe

Ph.D. University of Leuven, Belgium
Adjunct Professor of Chemistry

Michael Campanaro

B.P.S. State University of New York at
Brockport
*Adjunct Instructor of Therapeutic
Recreation*

Louis P. Cizza

A.B. Hamilton College
B.A. Syracuse University
M.S. Rensselaer Polytechnic Institute
Adjunct Professor Emeritus of Italian

Richard G. Compson

A.B. Franklin and Marshall College
J.D. University of Miami School of Law
*Adjunct Professor, Legal Assistant
Program*

Susan M. Conn

B.A. Colgate University
J.D. Suffolk University Law School
*Adjunct Professor, Legal Assistant
Program*

Catherine Cooney

B.A. Wells College
M.A. Syracuse University
Adjunct Instructor of Religion

James S. Cowan, C.P.A.

B.S. Utica College
Adjunct Professor of Finance

Harvey S. Cramer

B.S. University of Michigan
M.S. Syracuse University
Adjunct Professor of Biology

Piper Crawford, O.T.R.

B.S. University of Wisconsin
Adjunct Instructor of Occupational Therapy

Susan Crosby, O.T.R.

B.S. Utica College
Adjunct Instructor of Occupational Therapy

George Curtis

B.A. Syracuse University
J.D. Brooklyn Law School
Adjunct Professor of Criminal Justice

Shawkat J. Dallal

B.A. Ithaca College
J.D. Cornell University
Adjunct Professor of Business

Catherine C. Daly

B.S., M.A. Syracuse University
Adjunct Instructor of Communication Arts

Dominick L. DeMarco

B.S. Kent State University
Adjunct Professor of Health Sciences

Lawrence Dillon

B.A. Westminster College
J.D. New York Law School
Adjunct Instructor, Legal Assistant Program

Carl Dziekan, C.P.A.

B.S. Alfred University
J.D. Union University Albany Law School
Adjunct Professor of Accounting

Keith A. Eisenhut

B.A. Amherst College
J.D. Albany Law School University
Adjunct Professor, Legal Assistant Program

Peter Elacqua

B.A. State University of New York at Oswego
M.A. Colgate University
Adjunct Instructor of Spanish

Richard D. Enders

A.B. Catholic University of America
J.D. Cornell Law School
Adjunct Professor of Political Science
Adjunct Professor, Legal Assistant Program

Eileen R. Falvey, O.T.R.

A.A.S. Mohawk Valley Community College
B.S. Utica College
Adjunct Instructor of Occupational Therapy

Frank Fazekas

B.S. Rensselaer Polytechnic Institute
M.S. Air Force Institute of Technology
Adjunct Professor of Mathematics and Physics

Mary Ferrucci, O.T.R.

B.S. Utica College
M.B.A. Russell Sage College
Adjunct Instructor of Occupational Therapy

Ralph A. C. Fimmano, PE, PLS

B.C.E. Clarkson College
M.S. Syracuse University
Adjunct Professor Emeritus of Construction Management

Janet M. Fortnam, R.N., C.N.S.

B.S. University of Toledo
M.S. Syracuse University
Adjunct Clinical Instructor of Nursing

Theresa Fournier, S.S.J.

B.A. College of St. Rose
M.A., Ph.D. Middle Tennessee State University
Adjunct Professor of History

Theodore K. Frutiger

B.A. Bucknell University
M.A., Ed.D. The Pennsylvania State University
Adjunct Professor of Mathematics

Frank Galime

B.S., M.S. Ithaca College
Adjunct Professor Emeritus of Music

Anthony J. Garramone

B.A. Utica College
J.D. Syracuse University
Adjunct Professor of Business Law

Mary A. Gazak

B.A. Utica College
M.A. Syracuse University
Adjunct Professor of Mathematics

Victor Grimaldi

B.S. Utica College
M.B.A. Syracuse University
Adjunct Professor Emeritus of Marketing

David Guistina

B.S. Utica College
M.A. State University of New York at Albany
Adjunct Instructor of Communication Arts

Lorraine Herthum

B.A. State University of New York at Oneonta
Adjunct Professor of Education

Jane L. Hough

B.A. Middlebury College
Ph.D. University of New Hampshire
Adjunct Research Professor in Biology

Robert Joseph

A.B. Hamilton College
Adjunct Instructor for Health Sciences

Mary Ann Keenan

B.A. State University of New York at Buffalo
M.A. Syracuse University
Adjunct Professor of Anthropology

Virginia B. Kelly

B.A. Skidmore College
M.A. Syracuse University
Adjunct Professor of Fine Arts
Special Adviser, Barrett Gallery

Kevin Kwiat

B.A., B.S. Utica College
M.S., Ph.D. Syracuse University
Adjunct Professor of Mathematics

Mark J. Kwiat

B.A. Utica College
Adjunct Professor of Computer Science

Christine Lighthipe, O.T.R.

M.S. Syracuse University
Adjunct Instructor of Occupational Therapy

Anton Lukas

B.S. University of Manitoba
Ph.D. University of Manitoba
Adjunct Research Professor in Biology

Sauna Malta, L.P.T.

B.S. Russell Sage College
Academic Coordinator of Clinical Education, Physical Therapy Program

Harold R. Massie

A.B. San Diego State College
Ph.D. University of California, San Diego
Adjunct Research Professor in Biology

Anna S. McMullen

B.A. Utica College
M.A. College of St. Rose
Adjunct Professor of English

Jane Metzger

B.S., M.A. Syracuse University
Adjunct Professor Emerita of Theatre

Helen Montana, C.P.A.

B.S. Utica College
B.S. University of Texas
Adjunct Professor of Accounting

John A. Moran, Jr.

B.A. Utica College
Adjunct Instructor of Radio

Warren J. Mundrick, O.T.R.

A.A.S. Maria Regina College
B.S. Utica College
*Adjunct Instructor for Occupational
Therapy*

Mark Munroe

B.S. Calgary College
M.A. Syracuse University
Adjunct Professor of Philosophy

Victoria L. Nackley, O.T.R.

B.S. University of New Hampshire
*Adjunct Instructor of Occupational
Therapy*

William Ofose-Appiah

B.S. University of Aarhus, Denmark
Ph.D. University of Manitoba
Adjunct Research Professor in Biology

Mary Beth Oster-Erlichman

B.B.A. Siena College
J.D. Albany Law School of Union
University
*Adjunct Professor, Legal Assistant
Program*

Tina Passalacqua

B.A. Utica College
M.A. Lesley College
Adjunct Professor of Education

Rose M. Patterson

B.A. Utica College
Adjunct Professor of Mathematics

Joni L. Pulliam

B.S. Western Illinois University
M.S. Syracuse University
Adjunct Instructor of Business

Anna Quinn

B.A. State University of New York at
Oswego
M.A. Syracuse University
Adjunct Instructor of German

Francis G. Reid

B.S. Siena College
M.S. University of Nebraska
Adjunct Professor of Business

Lynne A. Roberts, O.T.R.

B.S. Utica College
*Adjunct Instructor of Occupational
Therapy*

Sarah Rosenstein

B.A. Wellesley College
Ph.D. Duke University
Adjunct Instructor of Chemistry

James R. Salamy

B.S. Utica College
M.S. State University of New York Institute
of Technology at Utica/Rome
*Adjunct Instructor of Human Resources
Management*

Robert B. Salzman

B.A. Brooklyn College, University of the
City of New York
J.D. Brooklyn Law School
Adjunct Professor, Legal Assistant Program

Shirley Samuels

B.A. Utica College
M.A. Syracuse University
Adjunct Professor of English

Linda Shirley

A.S. Mohawk Valley Community College
B.S. Utica College
Adjunct Instructor of Psychology

Samuel C. Smith

B.A. University of Nebraska at Omaha
M.A. Central Michigan University
*Adjunct Professor of Human Resources
Management*

Richard M. Stulmaker

B.A., M.A. State University of New York at
Albany
Adjunct Professor of Sociology

Faith M. Thompson

B.S. Albany College of Pharmacy
M.S. State University of New York at
Albany
Adjunct Professor of Biology

Tina Toglia

B.M., M.M. Temple University
Diploma, Curtis Institute of Music
D.M.A. State University of New York at
Stony Brook
Adjunct Instructor of Music

Alane P. Varga

B.S., M.A. Slippery Rock University of
Pennsylvania
Adjunct Instructor of Social Studies

JoElyn Wakefield-Wright

A.B. Pfeiffer College
M.M. Indiana University
Adjunct Professor Emerita of Music

Arthur Wasserman, C.P.A.

B.B.A. The College of the City of New York
Adjunct Professor Emeritus of Accounting

R. Barry White, C.P.A.

B.S., M.S. State University of New York at
Binghamton
Adjunct Professor of Accounting

Douglas Wilbur

B.A. State University of New York at
Buffalo
M.S. Rensselaer Polytechnic Institute
Adjunct Professor of Chemistry

Thomas Wildenger

B.S. Utica College
M.S.W. Syracuse University
Adjunct Professor of Psychology

Mark A. Wolber

A.E. Mohawk Valley Community College
B.A. Utica College
J.D. Albany Law School
Adjunct Professor of Business Law
Adjunct Professor, Legal Assistant
Program

Laurence Zoeckler

B.A. Hamilton College
M.A. St. Joseph Seminary
M.A. Syracuse University
Adjunct Professor of Education

Constance Zogby

B.S. Utica College
Adjunct Professor, Legal Assistant
Program

Affiliate Facilities and Associate Clinical Faculty

Nursing

Bassett Healthcare
Cooperstown, NY 13326

Charles T. Sitrin Home
New Hartford, NY 13413

Faxton Hospital
Utica, NY 13502

Hospice Care, Inc.
New Hartford, NY 13413

Hospice of Herkimer County
Herkimer, NY 13350

Madison County Health Department
Wampsville, NY 13163

Masonic Home
Utica, NY 13501

McPike Alcoholism Treatment Center
Utica, NY 13502

Mohawk Valley Psychiatric Center
Utica, NY 13502

**New York State Department of
Correctional Services**
Albany, NY 12226

Oneida County Health Department
Utica, NY 13501

**Presbyterian Home for Central New
York, Inc.**
New Hartford, NY 13413

**Rome Developmental Disabilities
Service Office**
Rome, NY 13440

**Rome Hospital and Murphy Memorial
Hospital**
Rome, NY 13440

St. Elizabeth Hospital
Utica, NY 13501

St. Luke's-Memorial Hospital Center
Utica, NY 13503

**State University of New York Health
Science Center**
Syracuse, NY 13210

**United Cerebral Palsy & Handicapped
Persons Association of the Utica
Area, Inc.**
Utica, NY 13502

Visiting Nurse Association of Utica
Utica, NY 13501

Occupational Therapy

The Occupational Therapy Program has an extensive number of fieldwork sites available for affiliating students. The following is a partial list; a complete list of affiliating fieldwork sites is available in the Fieldwork Office.

Albany Medical Center Hospital

Albany, NY 12208

Bay Area Rehab. Services, Inc.

Tampa, FL 33607

Madison-Oneida County BOCES

Verona, NY 13478

Boston Medical Center

Boston, MA 02118

Brunswick Hospital Center

Amityville, NY 11701

Burke Rehabilitation Hospital

White Plains, NY 10605

Butler Hospital

Providence, RI 02906

Center for Neurodevelopmental Studies, Inc.

Glendale, AZ 85301

Children's Specialized Hospital

Mountainside, NJ 07092

Connecticut Children's Medical Center - Newington Campus

Hartford, CT 06106

Duke University Medical Center

Occupational Therapy Division
Durham, NC 27710

Eddy Cohoes Rehabilitation Center

Cohoes, NY 12047

Faxton Hospital

Utica, NY 13502

Fletcher Allen Health Care

Burlington, VT 05401

Forsyth Memorial Hospital of Carolina Medicorp, Inc.

Winston-Salem, NC 27103

Georgia Baptist Medical Center

Atlanta, GA 30312

Good Shepherd Rehabilitation Hospital

Allentown, PA 18103-3296

Greystone Park Psychiatric Hospital

Morris Plains, NJ 07950

Healthsouth Rehabilitation Center

Florence, SC 29506

Helen Hayes Hospital

West Haverstraw, NY 10993

Hillside Hospital

Glen Oaks, NY 11004

Hospital For Sick Children

Washington, DC 20017

John Hopkins Hospital Phipps Clinic

Baltimore, MD 21287-7222

Jowonio Schools

Syracuse, NY 13210

Laguna Honda Hospital

San Francisco, CA 94116

Liverpool Schools

Liverpool, NY 13088

Massachusetts Mental Health Center

Boston, MA 02115

Mohawk Valley Psychiatric Center

Utica, NY 13502

Montefiore Medical Center

Bronx, NY 10467

Moss Rehabilitation Hospital

Philadelphia, PA 19141

New York Medical Center Rusk Institute of Rehabilitation Medicine

New York, NY 10016

Rancho Los Amigos Medical Center
Downey, CA 90242

Rhode Island Hospital
Providence, RI 02902

Rochester General Hospital
Rochester, NY 14621

Scottish Rite Children's Medical Center
Atlanta, GA 30342

Sheltering Arms Hospital
Richmond, VA 23227

Sheppard & Enoch Pratt Hospital
Baltimore, MD 21285-6815

Shriners Hospitals for Children
Cincinnati, OH 45229

Slocum Dickson Hand Clinic
New Hartford, NY 13413

Spaulding Rehabilitation Hospital
Boston, MA 02114

Springfield Hospital Center
Sykesville, MD 21784

St. Camillus Health & Rehabilitation Center
Syracuse, NY 13219

St. Charles Hospital & Rehabilitation Center
Port Jefferson, NY 11777

St. Elizabeth's Hospital
Utica, NY 13501

St. Joseph's Hospital & Health Center
Syracuse, NY 13203

St. Luke's Memorial Hospital Center
Utica, NY 13503

St. Peter's Hospital
Albany, NY 12208

Sunnyview Hospital
Schenectady, NY 12308

SUNY Health Science Center
Syracuse, NY 13210

SUNY at Stoney Brook
Stoney Brook, NY 11794

Syracuse City School District - Special Ed.
Syracuse, NY 13207

Temple University Hospital
Philadelphia, PA 19140

The Ayers Clinic
Torrance, CA 90501

United Cerebral Palsy & Handicapped Persons of Utica, Inc.
Utica, NY 13501-1930

University Hospitals of Cleveland
Cleveland, OH 44106

University of Kentucky Medical Center
Lexington, KY 40536-0084

University of Utah Health Science Center
Salt Lake City, UT 84132

James A. Haley Veterans Administration Hospital
Tampa, FL 33612

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

Winchester Rehabilitation Center
Winchester, VA 22601

Yale - New Haven Hospital
New Haven, CT 06504

Physical Therapy

The following is a partial list reflecting only some of the many clinical sites that have supported student placements. A complete list of clinical education sites is available in the Clinical Education Office.

A.O. Fox Memorial Hospital

Oneonta, NY 13820

Mark Misiewicz, PT, CCCE

Albany Memorial Hospital

Albany, NY 12204

Denise Morris, PT

Buffalo General Hospital

Buffalo, NY 14203

Pamela Walck, PT, CCCE

Canton-Potsdam Hospital

Canton, NY 13617

Jennifer McDonald, PT

Central Suffolk Hospital

Riverhead, NY 11901

Don Doherty, PT Director

Chenango Therapeutics

Norwich, NY 13815

John Garziona, PT, CCCE

Clifton Springs Hospital & Clinic

Clifton Springs, NY 14432

Mary Nichols, PT

Cole D. Taylor, PT Orthopedic & Sports PT

Cicero, NY 13039

Cole Taylor, PT

Community General Hospital of Sullivan Co.

Harris, NY 12742

David Marks, PT

Community Memorial Hospital

Hamilton, NY 13346

Judith Artessa, PT, CCCE

Director of Physical Therapy

Eddy Cohoes Rehabilitation Center

Cohoes, NY 12047

Julie DeBortoli, PT, CCCE

Fairlawn Rehabilitation Hospital

Worcester, MA 01602

Setphanie Shea, PT, CCCE

Faxton Hospital

Utica, NY 13502-5475

Linda Hart, PT, CCCE

FF Thompson Hospital

Canandaigua, NY 14424

Farley Wagner, PT, CCCE

Firelands Community Hospital

Sandusky, OH 44870

Jean Behling, PT, CCCE

Geneva General Hospital

Geneva, NY 14456

Joanne Ninestine, PT, CCCE

Hepburn Medical Center

Ogdensburg, NY 13669

Cinci Weaver, PT, CCCE

Highgate Manor of Cortland, Inc.

Cortland, NY 13045

Anthony Zgardzinski, PT, CCCE

Hilltop Manor of Niskayuna

Niskayuna, NY 12309

Kathleen Kosinski, PT

James Square Nursing Home

Syracuse, NY 13203

Kathleen Byrne, PT

Job Ready

New Hartford, NY 13413

Nina Gallagher, PT, CCCE

Jones Memorial Health Center (WCA)

Jamestown, NY 14701

George Ciancio, PT, CCCE

Lewis County General Hospital

Lowville, NY 13367

William Blunden, RPT

Little Falls Hospital

Little Falls, NY 13365
James Walczak, PT
Director

The Mandel Therapy Group

King Ferry, NY 13081
Dana Mandell, PT

Maranatha Physical Therapy & Rehabilitation

Cobleskill, NY 12043
Stella Llewellyn, PT

Masonic Home

Utica, NY 13501
Colleen Reynolds, PT, CCCE

Olean General Hospital

Olean, NY 14760
Kathy White, PT, CCCE

Patricia Dispirito

Utica, NY 13502
Patricia Dispirito

Physical Therapy Plus

Syracuse, NY 13210
Kevin Nellis, PT

RJN Physical Therapy

Albany, NY 12208
Richard James Waite, PT

Rochester General Hospital

Rochester, NY 14621
Marc Szuba, PT, CCCE

St. Camillus Health & Rehabilitation Center

Syracuse, NY 13219
Jill Dungey, PT, CCCE

St. Elizabeth's Medical Center

Utica, NY 13501
Barbara Brodzik, PT

St. Joseph's Hospital Health Center

Syracuse, NY 13203
Cathe Forbes, PT, CCCE

St. Luke's Memorial Hospital Center

Utica, NY 13503
Virginia Oliver, PT, CCCE

St. Mary's Hospital

Amsterdam, NY 12010
Karen McGillin, PT, CCCE

St. Peter's Hospital

Albany, NY 12208
Sheehan, PT, CCCE

Saratoga Hospital

Saratoga Springs, NY 12866
Jacqueline Harris, CCCE

SECO Industrial Rehabilitation, Inc.

Ilion, NY 13357
Dawn Evans, PT

Sports and Orthopedic Rehab

New Hartford, NY 13413
Helen Sarandrea, PT

Sunnyview Rehabilitation Center

Schenectady, NY 12308
Jennifer Burke, PT, CCCE

United Cerebral Palsy and Handicapped Persons Association of the Utica Area, Inc.

Utica, NY 13501
Lwellyn Blanchard

Upstate Home for Children

Oneonta, NY 13820
Lorna Wilhelm, PT

Valley Health Services

Herkimer, NY 13350
Margaret Burling, PT

Van Duyn Home & Hospital

Syracuse, NY 13215
Lois Pynn, PT

Therapeutic Recreation

Abee, Inc.

Oconomowoc, WI 53066

Jeff Boeke

Albany Medical Center (Rehab.)

Albany, NY 12208

Tammy Colley Ogden, CTRS

Joan Talerico Eddy, CTRS

Alternatives in Mankind, Inc

Saratoga Springs, NY 12866

Jean Pokrzwka, CTRS

Blythedale Children's Hospital

Valhalla, NY 10595-1697

Noelle Molloy, CTRS

Brylin Hospitals-Alden

Alden, NY 14004

Karen Fries, CTRS

Centennial Peaks Hospital

Louisville, CO 80027

Jane Harris

Recreation Therapist

Child and Adolescent Day Hospital

Glen Oaks, NY 11004

Lisa Cataparo, MA, CTRS

Craig Hospital

Englewood, CO 80110

Bert Menardi, CTRS

Delaware Regional Center

Margaretville, NY 12455

Elaine O'Mara Hulbert, CTRS

Denver Dept. of Parks and Recreation – Special Needs Program

Denver, CO 80218

Liana Igo, CTRS

Faxton Hospital

Utica, NY 13502

Carolyn Mazuroski, CTRS

Recreation Therapist

Hebrew Rehabilitation Center

Roslindale, MA 02131

Mike Westerman, CTRS

The House of Good Shepherd

Utica, NY 13502

Bill Girvin, CTRS

Hudson Haven Care Center

Wappingers Falls, NY

Angela Dittmar, CTRS

Jewish Home for Aged

New York, NY 10025

Paul Gray, CTRS

Knoxboro Day Treatment

Knoxboro, NY 13362

Leslie Flihan, CTRS

Loretto Utica Center

Utica, NY 13501

Jay Snow, CTRS

Manhattan Psychiatric Center

Wards Island, NY 10035

Judith Thelan, CTRS

Manor Care Health Service

Mountainside, NJ 07092

Michelle Fugett, CTRS

Matheny School & Hospital

Peapack, NJ 07977

Beth Sklans, CTRS

Middletown Alcoholism Treatment Center

Middletown, NY 10940

Tamara Miller-Kammerer, CTRS

Middletown Psychiatric Center

Middletown, NY 10940

Stuart Drumheller, CTRS

MMSMC Knapp Rehabilitation Center

Minneapolis, MN 55404

John Price, CTRS

Director of Therapeutic Recreation

The Mount Sinai Medical Center

New York, NY 10029-6574

Jan Melitski, CTRS

New York State School for the Deaf

Rome, NY 13440
Dennis Ryan, CTRS

North East Florida State Hospital

MacClenny, FL 32063-9777
Khristi Keefe, CTRS/RTS

Our Lady of the Lake

Baton Rouge, LA 70808
Doug White, CTRS

Our Lady of Victory

Lackawanna, NY 14218
Pam Simmeth

**The Presbyterian Hospital in the City of
New York**

New York, NY 10032
Denise L. Dammeyer, CTRS
Recreation Therapist, Neurological
Institute-12

Recreation Therapy Services

Palo Alto, CA 94304
Bob Tomlinson

Rochester Psychiatric Center

Rochester, NY 14620
Brian Donner, SRT

Samuel S. Stratton VAMC

Albany, NY 12208
Mary Nell Schmitz, CTRS

Schneider Children's Hospital

New Hyde Park, NY 11042
Anne Steele, CTRS

Spaulding Rehabilitation Hospital

Boston, MA
Stephanie Nadolny, CTRS

St. Camillus

Syracuse, NY 13219
Mary Ellen Good Bread, CTRS

**St. Camillus Health & Rehabilitation
Center**

Syracuse, NY 13219-3098
Kelly Dremond, CTRS

St. Luke's Memorial Hospital Center

Alden Calder Wing
Utica, NY 13503
Kristen Impiccatore, CTRS

St. Mary's Hospital

Rochester, NY 14611
Nancy VanderMolen, CTRS

Strong Memorial Hospital

Department of Physical Medicine and
Rehabilitation
Rochester, NY 14642
Anita Burton, CTRS

Tully Hill

Tully, NY 13159
Kristen C. Wakula, CTRS

**The Twin Tiers Rehabilitation Center of
St. Joseph's Hospital**

Elmira, NY 14902-1515
Sister Janet Meeker, CTRS

Upstate Home for Children

Oneonta, NY 13820
Laurie Spicer, CTRS
Connie Cox, CTRS

**The Veterans Administration Medical
Center**

Buffalo, NY 14215
Nancy Kaszynski, CTRS

Virginia Baptist Hospital

Lynchburg, VA 24503
Tara Mayhew, CTRS

Woods Services

Langhorne, PA 19047
Michelle Patterson, TR Coordinator

Index

Absences	112	Biology Major	128
Academic Accommodations	40	Board of Trustees	259
Academic Dismissal	116, 119	Business Courses (See Management Courses)	
Academic, Major, and Career- Related Clubs	45	Business-Economics Major	130
Academic Progress, Minimal	120	Business Law Courses	195
Academic Requirements	16	Business Programs (See Management Program)	
Academic Standards	65, 67	Campus	9
Academic Support Services Center	40	Career Services	42
Acceleration of Study	27	Centro Studi Casauriensi	35
Accounting Courses	188	Chemistry Courses	195
Accounting (CPA) Major	126	Chemistry Major	131
Accounting (Private) Major	127	Chemistry Minor	132
Activities, Eligibility for	114	Child-Life Major (See Psychology-Child Life Major)	
Activities, Student	44	Chinese Courses	197
Adjunct Faculty	274	Classification (See Student Classification)	
Administrative Officers and Staff ...	254	Clubs, Academic, Major, and Career Related	45
Admission	55	Communication Arts Courses .	197
Admission Process	56	Communication Arts Major ...	132
Advanced Credit Examination .	22, 113	Communication Arts Minor ...	133
Advising (See also Academic Support Services Center)	109	Community	7
Aerospace Studies Courses	189	Competency Credit	22, 113
Affiliate Facilities and Associate Clinical Faculty	279	Complaint Procedures	123
Affirmative Action	3	Computer Engineering Courses ...	199
All-College Courses	190	Computer Science Courses	199
Alumni Association/National Alumni Council	43, 263	Computer Facilities	28
Anthropology Courses	191	Computer Forensics Research Development Center	34
Anthropology Minor	128	Computer Science Major	134
Art Courses (See Fine Arts)		Computer Science Minor	135
Athletic Eligibility	115	Conduct	39
Athletic Activities and Facilities ...	52	Confidentiality, Student Employees ..	122
Auditing	114	Confidentiality, Student Records ...	120
Averages	110	Construction Management Courses	201
Awards	81, 104		
Basic Academic Skills	21		
Biology Courses	192		

Construction Management		Field Experience (See General Retention Policy)	
Major	136	Film Courses	210
Continuing Education Division	33	Film Studies Minor	145
Cooperative Education	27, 42, 190	Finance Courses	211
Core	16	Financial Aid	64
Costs (See Tuition)		Financial Aid, Applying for	67
Counseling (See Academic Support Services Center)		Financial Responsibility	61
Courses	187	Fine Arts Courses	211
Credit, Competency	22, 113	Fine Arts Major	146
Credit, Experience	24, 190	Food Service (See Dining Commons)	
Credit Hour Loads (See Maximum)		Fraternities	50
Credit Hours	61, 110	Fraternities and Societies, Honorary	49
Criminal Justice Courses	202	French Courses	214
Criminal Justice Major	137	French Minor	147
Criminal Justice—Economic Crime Investigation Major	138	Freshman Seminar	190
Critical Language Courses	204	Gender Studies Minor	147
Cultural Activities	51	General Retention Policy	115
Cultural Organizations	48	Geology Courses	214
Dean's Honor List	111	German Courses	215
Deferred Admission	56	Gerontology Certificate Program	148
Deferred Payment	60	Gerontology Courses	215
Dentistry	139	Gerontology Institute (See Institute of)	
Deposits	63	Gerontology Minor	149
Dining Commons, Campus	39	Governing Bodies	44
Disabilities, Students with	3, 40	Government Minor	152
Discrimination Coordinators	3	Government and Politics Courses	216
Dismissal, Academic	116, 119	Government and Politics Major	150
Dramatic Arts (See Theatre)		Grade Changes	111
Early Admission	56	Grade Points	110
Economic Crime Investigation Institute, The	33	Grades, Transcript of	63, 118
Economics-Business Major	130	Grading System	109, 110
Economics Courses	204	Graduate Preparation	29
Economics Major	139	Graduation Honors	112
Education Courses	206	Graduation Requirements	112
Education Program	140	Grievance Procedures	123
Electives	21	Handicapped Accessibility (See Physically Challenged Students)	
Elementary Education Program	141	Health Center	41
Eligibility (See Activities, Athletic, General Retention Policy)		Health Insurance	41
Engineering	143	Health Sciences Courses	219
Engineering Courses	208	Health Studies Major	152
English Courses	208	Health Studies – Human Behavior Major	153
English Major	143	Health Studies – Management Major	155
English Language Minor	144	Health Studies/Physical Therapy Program	156
ESL Program	57, 142	HEOP	28
Ethnic Heritage Studies Center	35	(See also Opportunity Programs)	
Evening Courses (See Continuing Education)		History Courses	220
Expenses	60, 62	History Major	158
Experience Credit	24, 190	History Minor	159
Faculty	265	History and Philosophy of Science and Technology Courses	221
Fees	62		

Honor Lists	111	Military Science Courses	229
Honorary Societies	49	Minors	21, 108, 124
Honors, Graduation	112	Mission Statement	13
Honors Program	25, 190	Music Courses	229
Housing Policy	38	Music Minor	168
Human Resources Management Courses	222	Nursing Affiliations	279
Humanities Courses	222	Nursing Courses	230
IESL Program	57	Nursing Major	168
Incompletes	109	Occupational Therapy Affiliations	280
Independent Study	113, 190	Occupational Therapy Courses	233
Institute of Applied Ethics, The	33	Occupational Therapy Major	170
Institute of Gerontology, The	34	Occupational Therapy Weekend Program	172
Insurance Courses	222	Opportunity Programs	58
Insurance, Health	41	Pass/Fail Courses	110
Intellectual Honesty	119	Payments	60, 61, 67, 68
International Opportunities and Study Abroad	27, 190	Personnel Management Courses (See Human Resources Management Courses)	
International Student Admissions ..	57	Petitions	107
International Studies Major	159	Philosophy Courses	236
International Studies Courses	223	Philosophy Major	173
Internships	36, 69, 190	Philosophy Minor	174
Italian Courses	223	Physical Education Courses	237
Joint Study Options	30, 58	Physical Therapy Affiliations	282
Journalism Studies Courses	224	Physical Therapy Courses	238
Journalism Studies Major	161	Physical Therapy Major (see Health Studies/Physical Therapy Program)	
(See also Public Relations- Journalism Studies Major)		Physically Challenged Students	12, 40
Languages (See Critical Language Courses, Chinese, English, French, German, International Studies Program, Italian, Russian)		Physics Courses	240
Law	163	Physics Major (BA)	175
Liberal Arts-Engineering (Special Option)	163	Physics Major (BS)	175
Liberal Studies Major	163	Political/Social Consciousness Related Organizations	47
Library	9	Prepaid Tuition Plan	61
Literature Minor	163	Probation	119
Loans (see Financial Aid)		Professional Preparation	29
Major Requirements	20, 108	Psychology Courses	243
Majors, Minors and Special Programs	124	Psychology-Child Life Major	176
Make-Up Examinations	115	Psychology-General Major	178
Management Courses	225	Psychology Minor	179
Management Major	164	Public Relations Courses	246
Management Minor	166	Public Relations Major	180
Marketing Courses	226	Public Relations- Journalism Studies Major	181
Mathematics Courses	227	Raymond Simon Institute for Public Relations, The	35
Mathematics Major	166	Reading Courses	247
Mathematics Minor	167	Readmission	58, 116
Maximum Credit Hour Loads	113	Real Estate Courses	247
Media	51	Recreational Clubs	49
Media Center	42	Refund Schedule Policy	67, 117
Medicine	167	(See also Housing Policy)	
Mid-Term Grade Report	118		

Regulations	107	Student Records, Access to	120
Religious Activities	42	Student Senate	45
Repeating a Course	111	Students with Disabilities	3, 40
Requirements, Academic	16	Study Abroad (See International Opportunities)	
Research Assistantship	190	Study at Other Institutions	116
Residence Halls	11, 37	Summer Institute	21
Retention (See General Retention Policy)		Theatre Courses	248
ROTC	31, 189, 229	Theatre Minor	184
ROTC Scholarships	76	Therapeutic Recreation Affiliations	282
Russian Courses	246	Therapeutic Recreation Courses ..	249
Schedule Changes	116	Therapeutic Recreation Major	185
Scholarships, Grants, and Awards	81	Three-Year Study Option	58
Second Undergraduate Degrees	31	Topics Courses	114, 190
Secondary Education Program	141	Transcripts	63, 118
Service Organizations	49	Transfer Student Admissions ..	56, 57
Social Studies Courses	248	Tuition	60, 62
Social Studies Major	182	Tutorial Study	114
Sociology Courses	246	Undergraduate Program	15
Sociology & Anthropology Major ..	182	Utica College in Brief	4
Sociology Minor	183	Variable Length Courses	109
Software and Intellectual Rights	118	Veterans (Admission)	58
Sororities	50	Veterans (Benefits) (See Financial Aid)	
Spanish Courses	248	Washington Internships	36
Spanish Minor	184	Withdrawal	117
Special Students	59	Womyn's Resource Center	34
Student Activities	44	World Literature Courses	250
Student Assistantship	190	Writing Assistance	42
Student Classification	113	Writing Minor	186
Student Employees, Confidentiality for	122	Writing Portfolio	19
Student Life	37	Young Scholars LPP	36