Copyright & Disclaimer

Information


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.

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.

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.

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.
The College is chartered by the Regents of The University of the State of New York under its corporate name, Utica College, and also is mentioned in Syracuse University's charter. Utica College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. Copies of accreditation reports are on file in the offices of the president and the vice president for academic affairs and dean of the faculty.

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. The coordinator of learning services coordinates the College's efforts to comply with the applicable law and regulations. The director of student development coordinates the College's academic support services to provide reasonable accommodations for students with disabilities.

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. The director of 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.

In accordance with federal law and regulations, this policy is subject to exceptions with regard to military programs. The College remains strongly opposed to legally-discriminatory policies that are contrary to our core values, philosophy of inclusion, and Non-Discrimination Policy.

Questions about any of the College's affirmative action policies may be directed to the affirmative action officer in the Office of Human Resources, Utica College, 1600 Burrstone Road, Utica, New York 13502-4892, (315) 792-3276.
### Academic Calendar

#### FALL 2002

- **Convocation**: Monday, August 26
- **Classes Start**: Tuesday, August 27
- **Last Day to Add/Drop**: Monday, September 2
- **Family Weekend**: September 20-22
- **Fall Recess**: October 14-15
- **Mid-Term**: Friday, October 18
- **Deadline for WD or P/F**: Friday, November 1
- **Thanksgiving Recess**: November 27-December 1
- **Last Day of Classes**: Monday, December 9
- **Study Days for Day Classes**
  - Tuesday, December 10
  - Wednesday, December 11
- **Examinations for Day Classes**: December 12, 13, 14, 16, 17, 18
- **Examinations for Evening Classes**: December 10, 11, 12, 16

#### WINTER SESSION 2002-2003

- **Classes Start**: Thursday, January 2
- **Classes End**: Friday, January 17

#### SPRING 2003

- **Classes Start**: Wednesday, January 22
- **Last Day to Add/Drop**: Tuesday, January 28
- **Mid-Term**: Friday, March 14
- **Spring Recess**: March 17-21
- **Deadline for WD or P/F**: Friday, April 4
- **Last Day of Classes**: Tuesday, May 6
- **Study Days for Day Classes**: May 7-8
- **Examinations for Day Classes**: May 9, 10, 12, 13, 14, 15
- **Examinations for Evening Classes**: May 7, 8, 12, 13
- **Commencement**: Sunday, May 18

#### SUMMER SESSION 2003

- **Session A Classes Start**: Tuesday, May 27
- **Session B Classes Start**: Tuesday, May 27
- **Session A Classes End**: Monday, June 23
- **Session B Classes End**: Thursday, July 3
- **Session C Classes Start**: Monday, July 7
- **Session C Classes End**: Thursday, August 14

---

*In those semesters that have two designated study days, one shall be designated a make-up day with the understanding that, should the make-up day not be needed, it automatically reverts to a study day. In addition, no final exams will be given on either of these days.

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

**Academic Calendar** ................................................. 1  
**Mission Statement** ............................................. 4  
**Utica College in Brief** ........................................... 5  
**The Campus** ........................................................... 7  
  - Computer Facilities .............................................. 11  
  - Parking Policy ................................................... 11  
  - Facilities for Physically Challenged Students .............. 12  
**The Community** ....................................................... 13  
**The Undergraduate Program** ....................................... 15  
  - Academic Requirements ........................................ 16  
  - Basic Academic Skills ......................................... 21  
  - Honors Program .................................................. 21  
  - International Opportunities and Study Abroad ............ 23  
  - Acceleration of Study .......................................... 23  
  - Competency and Experience Credit .......................... 24  
  - Cooperative Education ......................................... 27  
  - Washington Internships ....................................... 27  
  - Higher Education Opportunity Program (HEOP) ............ 28  
  - Collegiate Science and Technology Entry (CSTEP) ........ 28  
  - Young Scholars Liberty Partnership Program .............. 29  
  - Preparation for Graduate and Professional Schools .... 29  
  - Joint Health Professions Programs ........................... 31  
  - Second Undergraduate Degrees ................................. 32  
  - Reserve Officer Training Corps (ROTC) ...................... 32  
  - Division of Graduate and Continuing Education .......... 34  
**Institutes and Centers** ............................................. 35  
  - Center for Historical Research ............................... 35  
  - Centro Studi Casaurieni ....................................... 36  
  - Computer Forensics Research and Development Center ... 36  
  - The Economic Crime Investigation Institute ............... 36  
  - Ethnic Heritage Studies Center .............................. 37  
  - Human Rights Advocacy Program ............................. 37  
  - The Institute for Excellence in Education .................. 38  
  - The Institute of Applied Ethics .............................. 38  
  - The Institute of Gerontology ................................. 38  
  - Mohawk Valley Center for Economic Education ............ 38  
  - The Raymond Simon Institute for Public Relations ....... 39  
  - Utica College Womyn’s Resource Center .................... 39  
**Student Life** .......................................................... 40  
  - Residence Halls .................................................. 40  
  - Housing Policy ................................................... 41  
  - Conduct .................................................................. 42  
  - Campus Dining Services ....................................... 42  
  - Academic Support Services Center ........................... 43  
  - Academic Accommodations for Students with Disabilities 43  
  - Health Center ...................................................... 44  
  - Health Insurance .................................................. 45  
  - Religious Activities .............................................. 45  
  - Writing Assistance ............................................... 45  
  - Media Center ....................................................... 45  
  - Career Services .................................................... 46  
  - Utica College Alumni Association ............................. 46  
  - Student Activities ................................................ 48  
    - Governing Bodies, Programming Boards, and Activities 48  
    - Academic, Major, and Career-Related Clubs ............... 49  
    - Political/Social Consciousness Related Organizations .... 52  
    - Cultural/Religious Organizations ............................ 53  
    - Recreational Clubs ............................................ 54  
    - Service Organizations ....................................... 54  
    - Honorary Fraternities and Societies ....................... 55  
    - Fraternities and Sororities .................................. 55  
    - Cultural Activities ............................................. 56  
    - Media ............................................................. 57  
    - Athletic Activities and Facilities ......................... 58  
**Admission to Utica College** .......................................... 61  
  - Admission Requirements ....................................... 62  
  - Admission Process ............................................... 62  
  - Deferred Admission ............................................. 62  
  - Early Admission .................................................. 62  
  - Transfer Student Admissions ................................... 63  
  - Transfers from Syracuse University .......................... 64  
  - International Student Admissions ............................. 64  
  - Non-matriculated Students ..................................... 64  
  - Special Admission Programs ................................... 65  
**Tuition and Expenses** .............................................. 67  
**Financial Aid** .......................................................... 71  
  - General Policy Statement ...................................... 71  
  - Types of Assistance ............................................. 72  
  - Sources of Assistance .......................................... 72  
  - Procedures for Applying, Accepting, and Payment of Aid from Utica College ........................................ 82  
  - Academic Standards ............................................. 84  
  - Failure to Meet Academic Standards ........................ 86  
  - Refunds .................................................................. 86  
**Scholarships, Grants, and Awards** ................................ 87  
  - College Scholarships ............................................ 87  
  - Endowed Scholarships .......................................... 88  
  - Annual Awards ..................................................... 115  
**Academic Regulations** ............................................. 119  
**Programs of Study** (Arranged Alphabetically) ............ 138  
**Courses of Instruction** (Arranged Alphabetically) ......... 223  
**Administrative Officers and Staff** ................................. 294  
**Board of Trustees** .................................................... 299  
  - Emeritus Directors, Utica College Foundation ............. 302  
**Alumni Association, National Alumni Council** ............ 304  
**Faculty** ................................................................. 306  
  - Emeriti Faculty .................................................... 313  
  - Part-time Faculty .................................................. 316  
**Affiliate Facilities and Associate Clinical Faculty** ........ 321  
**Index** .................................................................. 326  
**Campus Map** ......................................................... 334
Table of Contents

Academic Calendar .......................................................... 1
Mission Statement .......................................................... 4
Utica College in Brief ......................................................... 5
The Campus ....................................................................... 7
  Computer Facilities ......................................................... 11
  Parking Policy ............................................................... 11
  Facilities for Physically Challenged Students ................... 12
The Community ................................................................. 13
The Undergraduate Program .............................................. 15
  Academic Requirements .................................................. 16
  Basic Academic Skills .................................................... 21
  Honors Program ............................................................ 21
  International Opportunities and Study Abroad .................. 23
  Acceleration of Study ..................................................... 23
  Competency and Experience Credit ................................. 24
  Cooperative Education .................................................... 27
  Washington Internships .................................................. 27
  Higher Education Opportunity Program (HEOP) .............. 28
  Collegiate Science and Technology Entry (CSTEP) .......... 28
  Young Scholars Liberty Partnership Program .................. 29
  Preparation for Graduate and Professional Schools .......... 29
  Joint Health Professions Programs ................................. 31
  Second Undergraduate Degrees ..................................... 32
  Reserve Officer Training Corps (ROTC) ............................ 32
  Division of Graduate and Continuing Education .............. 34
Institutes and Centers ....................................................... 35
  Center for Historical Research ....................................... 35
  Centro Studi Casauriensi ................................................ 36
  Computer Forensics Research and Development Center ...... 36
  The Economic Crime Investigation Institute ..................... 36
  Ethnic Heritage Studies Center ...................................... 37
  Human Rights Advocacy Program ................................... 37
  The Institute for Excellence in Education ......................... 38
  The Institute of Applied Ethics ...................................... 38
  The Institute of Gerontology ......................................... 38
  Mohawk Valley Center for Economic Education ............... 38
  The Raymond Simon Institute for Public Relations .......... 39
  Utica College Womyn's Resource Center .......................... 39
Student Life ................................................................. 40
  Residence Halls ............................................................ 40
  Housing Policy ............................................................ 41
  Conduct ........................................................................ 42
  Campus Dining Services ............................................... 42
  Academic Support Services Center ................................. 43
  Academic Accommodations for Students with Disabilities .. 43
  Health Center ................................................................ 44
  Health Insurance .......................................................... 45
  Religious Activities ......................................................... 45

Writing Assistance ............................................................ 45
Media Center ................................................................. 45
Career Services .............................................................. 46
Utica College Alumni Association ...................................... 46
Student Activities ............................................................ 48
  Governing Bodies, Programming Boards, and Activities ..... 48
  Academic, Major, and Career-Related Clubs ................. 49
  Political/Social Consciousness Related Organizations ....... 52
  Cultural/Religious Organizations .................................... 53
  Recreational Clubs ......................................................... 54
  Service Organizations .................................................... 54
  Honorary Fraternities and Societies .............................. 55
  Fraternities and Sororities .............................................. 55
  Cultural Activities .......................................................... 56
  Media .......................................................................... 57
  Athletic Activities and Facilities .................................... 58
Admission to Utica College ............................................... 61
  Admission Requirements ............................................... 62
  Admission Process ........................................................ 62
  Deferred Admission ....................................................... 62
  Early Admission ............................................................ 62
  Transfer Student Admissions ........................................... 63
  Transfers from Syracuse University ............................... 64
  International Student Admissions .................................... 64
  Non-matriculated Students ............................................. 64
  Special Admission Programs ......................................... 65
Tuition and Expenses .......................................................... 67
Financial Aid ................................................................. 71
  General Policy Statement ............................................... 71
  Types of Assistance ....................................................... 72
  Sources of Assistance ..................................................... 72
  Procedures for Applying, Accepting, and Payment of Aid from Utica College .................................................. 82
Academic Regulations ....................................................... 84
  Failure to Meet Academic Standards ............................. 84
  Refunds .................................................................... 86
Scholarships, Grants, and Awards ...................................... 87
  College Scholarships ...................................................... 87
  Endowed Scholarships ................................................... 88
  Annual Awards ............................................................. 115
Programs of Study (Arranged Alphabetically) .................... 138
Courses of Instruction (Arranged Alphabetically) ............... 223
Administrative Officers and Staff ........................................ 294
Board of Trustees ............................................................ 299
  Emeritus Directors, Utica College Foundation ................. 302
Alumni Association, National Alumni Council .................... 304
Faculty ................................................................. 306
  Emeriti Faculty ............................................................ 313
  Part-time Faculty .......................................................... 316
Affiliate Facilities and Associate Clinical Faculty .................. 321
Index ............................................................................. 326
MISSION STATEMENT

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

VALUES

Utica College’s mission rests upon a foundation of values that guide the College community’s decisions and actions. These values include the following:

- commitment to individual attention for our students
- commitment to lifelong learning
- commitment to pragmatic approaches to teaching and learning
- commitment to continual improvement in our educational quality
- commitment to fostering diversity of perspective, background, and experience for education in an increasingly global society
- commitment to community and professional service
- dedication to highest ethical standards and integrity in all that we do
- dedication to freedom of expression and to open sharing of ideas and creativity
- dedication to open, honest, and collegial communication
- dedication to the well being of others

UTICA COLLEGE IN BRIEF

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

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

Today Utica College is financially and legally independent from Syracuse University. The College, however, maintains an academic relationship with Syracuse University, and graduates of Utica College’s undergraduate programs receive the Syracuse University baccalaureate degree.

The College also offers cutting-edge Utica College graduate degree programs that prepare professionals to meet current and future challenges posed by the increasing complexity of a global society; professional development programs for adults seeking improved job performance or increased career opportunities; individually-designed contract training programs for local area businesses; and conference services for business, professional, and community groups.

Utica College offers programs in three major areas: arts and sciences; health and human studies; and social sciences and management. Within these three divisions are 31 undergraduate majors, 21 minors, five graduate programs, and a number of pre-professional and special programs. Utica College also offers programs in teacher education that lead to certification.

Utica College is considered a student-centered teaching college, and although faculty are recognized as experts in their field — 92 percent of faculty hold a Ph.D. or other terminal degree — they are best known for the close, personal attention they give to their students.

Approximately 1,855 full-time students (1,815 undergraduate and 40 graduate) and 431 part-time students (328 undergraduate and 103 graduate) attend
MISSION STATEMENT

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

VALUES

Utica College’s mission rests upon a foundation of values that guide the College community’s decisions and actions. These values include the following:

- commitment to individual attention for our students
- commitment to lifelong learning
- commitment to pragmatic approaches to teaching and learning
- commitment to continual improvement in our educational quality
- commitment to fostering diversity of perspective, background, and experience for education in an increasingly global society
- commitment to community and professional service
- dedication to highest ethical standards and integrity in all that we do
- dedication to freedom of expression and to open sharing of ideas and creativity
- dedication to open, honest, and collegial communication
- dedication to the well being of others

UTICA COLLEGE IN BRIEF

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

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

Today Utica College is financially and legally independent from Syracuse University. The College, however, maintains an academic relationship with Syracuse University, and graduates of Utica College’s undergraduate programs receive the Syracuse University baccalaureate degree.

The College also offers cutting-edge Utica College graduate degree programs that prepare professionals to meet current and future challenges posed by the increasing complexity of a global society; professional development programs for adults seeking improved job performance or increased career opportunities; individually-designed contract training programs for local area businesses; and conference services for business, professional, and community groups.

Utica College offers programs in three major areas: arts and sciences; health and human studies; and social sciences and management. Within these three divisions are 31 undergraduate majors, 21 minors, five graduate programs, and a number of pre-professional and special programs. Utica College also offers programs in teacher education that lead to certification.

Utica College is considered a student-centered teaching college, and although faculty are recognized as experts in their field — 92 percent of faculty hold a Ph.D. or other terminal degree — they are best known for the close, personal attention they give to their students.

Approximately 1,855 full-time students (1,815 undergraduate and 40 graduate) and 431 part-time students (328 undergraduate and 103 graduate) attend...
Utica College. The student body represents a wide variety of socio-economic and cultural backgrounds, and includes non-traditional students, veterans, and physically-challenged students. Non-traditional students are particularly well-served by Utica College. The Office of Continuing Education offers a diverse program of late afternoon, evening, weekend, and distance learning courses for both credit and non-credit study.

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

Utica College offers an impressive array of opportunities for students to become involved in governance, cocurricular activities, and community service. Utica College was one of the first institutions in the nation to meet the challenge of full student participation in campus government. Students, faculty, and staff voluntarily organized a College Council that gave each group a representative voice in the governance of all College affairs, a tradition that remains alive through the All-College Forum. Other governing bodies include the Faculty Senate, SCT Council, Administrative Council, Student Senate, Residence Hall Judicial Board, and Inter-Greek Council.

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

Rounding out these academic and cultural offerings are opportunities to study abroad. Students may participate in Utica College programs at the University of Wales-Aberystwyth in Great Britain; the University of L’Aquila in Italy; ESEUNE University in Bilbao, Spain; Abo Akademi University in Finland; American College in Dublin; Jagiellonian University in Poland; ELTE University in Hungary; or the countries of the former Soviet Union through the American Council of Teachers of Russian. Students can also participate in Syracuse University’s Semester Abroad programs in countries such as France, Italy, Spain, Germany, England, or Hong Kong, to name just a few.

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

According to figures from the New York State Education Department (Higher Education Data System), of the 255 freshmen who began their studies at Utica College in the fall of 1995, 144, or 57 percent, remained at the College until they earned their baccalaureate degree.

Of the 209 transfer students in lower and upper divisions who started in the fall of 1995, 163, or 78 percent, earned their degrees.

Summaries of job placement and graduate school placement statistics are compiled by and available in the Office of Career Services.
Utica College. The student body represents a wide variety of socio-economic and cultural backgrounds, and includes non-traditional students, veterans, and physically-challenged students. Non-traditional students are particularly well-served by Utica College. The Office of Continuing Education offers a diverse program of late afternoon, evening, weekend, and distance learning courses for both credit and non-credit study.

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

Utica College offers an impressive array of opportunities for students to become involved in governance, cocurricular activities, and community service. Utica College was one of the first institutions in the nation to meet the challenge of full student participation in campus government. Students, faculty, and staff voluntarily organized a College Council that gave each group a representative voice in the governance of all College affairs, a tradition that remains alive through the All-College Forum. Other governing bodies include the Faculty Senate, SCT Council, Administrative Council, Student Senate, Residence Hall Judicial Board, and Inter-Greek Council.

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

Rounding out these academic and cultural offerings are opportunities to study abroad. Students may participate in Utica College programs at the University of Wales-Aberystwyth in Great Britain; the University of L’Aquila in Italy; ESEUNE University in Bilbao, Spain; Abo Akademi University in Finland; American College in Dublin; Jagiellonian University in Poland; ELTE University in Hungary; or the countries of the former Soviet Union through the American Council of Teachers of Russian. Students can also participate in Syracuse University’s Semester Abroad programs in countries such as France, Italy, Spain, Germany, England, or Hong Kong, to name just a few.

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

According to figures from the New York State Education Department (Higher Education Data System), of the 255 freshmen who began their studies at Utica College in the fall of 1995, 144, or 57 percent, remained at the College until they earned their baccalaureate degree.

Of the 209 transfer students in lower and upper divisions who started in the fall of 1995, 163, or 78 percent, earned their degrees.

Summaries of job placement and graduate school placement statistics are compiled by and available in the Office of Career Services.

---

**THE CAMPUS**

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

The social and recreational center of the Utica College campus is the Ralph F. Strebel Student Center, home to the Strebel Student Lounge; Strebel Auditorium; the Pioneer Café; a 24-hour computer lab; the Student Health Center; the Office of Student Activities; and the Strebel Service Center, which provides students with faxing, photocopying, poster-making, and other services. Strebel is also home to the campus bookstore, which is operated by Barnes and Noble College Division and which offers textbooks, Utica College clothing and souvenirs, school and residence hall supplies, and snacks.

Located upstairs are the Dining Commons and the offices of the vice president for student affairs and dean of students, the associate dean of students, Career Services, and Campus Safety. Also located in Strebel are the WPNR radio station studios, and offices and meeting rooms for student organizations.

Three interconnected buildings house the majority of Utica College’s academic classes:

- **Hubbard Hall** contains classrooms, seminar rooms, and computer lab facilities; the Academic Support Services Center; and the Opportunity Programs office.

- **Addison Miller White Hall** houses student services offices such as Admissions, Financial Aid, the Registrar, Business Affairs, and Human Resources. Also housed in White Hall are offices for the Division of Health and Human Studies, the Division of Graduate and Continuing Education, and a number of faculty.
The Media Center, where tape-recorded lectures and study materials are available, as are VCRs, monitors, and other equipment for designing and delivering presentations.

Computer User Services, including the Computer Help Desk. These offices provide assistance with computer-related questions and problems.

Four computer laboratories for classroom and open use.

Music classrooms.

Rocco F. DePerno Hall, located directly across from the Library, houses the offices of the president, the vice president for academic affairs and dean of the faculty, and other college executives. Also located in DePerno are Macfarlane Auditorium, offices for the Division of Social Sciences and Management, and a number of faculty offices.

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

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

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

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

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

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

The Clark Athletic Center also features a fitness center with Nautilus and free-weight equipment, stair masters, treadmills, stationary and recumbent bikes, and an elliptical trainer, and two enclosed racquetball courts with large viewing windows for spectators.

A recent addition to the Clark Athletic Center is the Harold T. Clark, Sr. Team Facility, which includes additional locker rooms, a training room, laun-
Gordon Science Center houses 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. A small snack bar, Le Bistro, is also located in Gordon Science Center, as are offices for the Division of Arts and Sciences.

The Frank E. Gannett Memorial Library provides a focal point for learning, teaching, and research. Its collection includes 180,000 volumes, 1,400 print serial subscriptions, 1,000 on-line journals, and a microform collection of 60,500 units that includes journal backfiles, The Congressional Record, The New York Times, and other newspapers and books. Over 100 bibliographic and full-text databases are Internet-accessible through FirstSearch, Lexis-Nexis, and other sources.

The Library also offers personalized reference services, with librarians working one-on-one with students to teach techniques for accessing local, national, and international information resources, including the Internet, on-line databases, and traditional paper-based tools.

Interlibrary loan plays a key role in providing access to non-UC library resources. Utica College is a member of OCLC, a bibliographic database through which to locate and borrow interloan items from local, regional, national, and international public, private, and academic libraries.

The Library’s Special Collections, housed in the Jocelyn Romano Candido Rare Book Room, has three major emphases:

The Harry F. Jackson Welsh Collection contains the largest collection of 19th and early 20th century Welsh-language literature in the United States. Welsh scholars regularly visit Utica College to research this collection, most of which was printed by Welsh settlers who chose to settle within a 30-mile radius of Utica. Most of this material has been microfilmed and will soon be digitized and placed on the Internet for access by scholars around the world.

In 1998 the Library was bequeathed the papers and working library of Walter D. Edmonds, noted author of “Drums Along the Mohawk.” With the help of a New York state grant, the papers are being organized and cataloged, and the Edmonds library will remain intact for future research.

Utica College also holds a small but fine library of upstate New York literature, which is of interest to scholars interested in New York state.

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

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>8:00 a.m. – midnight</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 a.m. – 6:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>noon – midnight</td>
</tr>
</tbody>
</table>

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

Located in the lower level of the Library are offices for Integrated Information Technology Services, including:

- The Media Center, where tape-recorded lectures and study materials are available, as are VCRs, monitors, and other equipment for designing and delivering presentations.
- Computer User Services, including the Computer Help Desk. These offices provide assistance with computer-related questions and problems.
- Four computer laboratories for classroom and open use.
- Music classrooms.

Rocco F. DePerno Hall, located directly across from the Library, houses the offices of the president, the vice president for academic affairs and dean of the faculty, and other college executives. Also located in DePerno are Macfarlane Auditorium, offices for the Division of Social Sciences and Management, and a number of faculty offices.

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

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

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

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

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

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

The Clark Athletic Center also features a fitness center with Nautilus and free-weight equipment, stair masters, treadmills, stationary and recumbent bikes, and an elliptical trainer, and two enclosed racquetball courts with large viewing windows for spectators.

A recent addition to the Clark Athletic Center is the Harold T. Clark, Sr. Team Facility, which includes additional locker rooms, a training room, laun-
dry facilities, and an all-purpose room for classes and meetings.

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

The Utica College men's and women's hockey teams play their home games at the Utica Memorial Auditorium. Located in downtown Utica, just five miles from campus, the “Aud” is a state-of-the-art hockey facility with a seating capacity for more than 4,000 fans. Located within the Aud is the College’s own annex with locker rooms, storage, and a training room.

South and North Halls, two of the College’s residence facilities, are each three-story structures. A variety of living styles are offered in these traditional residence halls, including single, double-single, and double occupancy rooms on single sex or coed floors. Smoke-free floors are also available. 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 Office of Residence Life is located in North Hall. Special programs designed to ease the transition to college, counselors-in-residence, etc., are offered to students in North and South Halls. Free hook-up for cable television and phone service are also 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 hook-up for cable television and 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 Burrstone offers 75 rooms for residential students. Large rooms usually house two students and are equipped with carpeting, private bathrooms, free hook-up for cable television and phone service, air-conditioning, and other personal amenities. Burrstone rooms have modern 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, opened in August 1999, features suite-style living with either double or single accommodations for 150 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and college network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, and several large lounges, are also provided. New Hall also features a conference room that is available for campus as well as community meetings and events. The conference room opens up to the Edward and Jean Duffy Plaza.

Tower Hall, Utica College’s newest residence facility, opened in August 2002 and features cluster-style living with either double or single accommodations for 69 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and college network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, and several large lounges, are also provided.

The Newman Center serves as the center for the Roman Catholic Newman Community, where students of all faiths are welcome. The building is open Monday through Friday and Sundays from 11:00 a.m. until 8:00 p.m. for meetings, studying, and quiet time (prayer). Mass is celebrated on Saturdays at 5:00 p.m. and on Sundays at 10:30 a.m. and 4:30 p.m.

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

**COMPUTER FACILITIES**

Utica College’s seven academic computer laboratories 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. All computers are equipped with word processing, spreadsheet, presentation, and database programs and are connected to the Internet and laser printers. Student assistants are available in the labs to handle basic questions. Complex questions or problems are referred to the Computer Help Desk, located in the lower level of the Frank E. Gannett Memorial Library.

A wireless laptop lab is maintained for classroom use; the laptops are available for use in the Library on the weekends during the fall semester and the latter half of the spring semester.

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

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

**PARKING**

More than 1,200 parking spaces are available for students, faculty, staff, and visitors. For more information about building and parking lot locations, please refer to the Utica College campus map, located on the last page of this catalog.
dry facilities, and an all-purpose room for classes and meetings.

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

The Utica College men’s and women’s hockey teams play their home games at the Utica Memorial Auditorium. Located in downtown Utica, just five miles from campus, the “Aud” is a state-of-the-art hockey facility with a seating capacity for more than 4,000 fans. Located within the Aud is the College’s own annex with locker rooms, storage, and a training room.

South and North Halls, two of the College’s residence facilities, are each three-story structures. A variety of living styles are offered in these traditional residence halls, including single, double-single, and double occupancy rooms on single sex or coed floors. Smoke-free floors are also available. 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 Office of Residence Life is located in North Hall. Special programs designed to ease the transition to college, counselors-in-residence, etc., are offered to students in North and South Halls. Free hook-up for cable television and phone service also are provided in each room in these halls. All rooms in both complexes are hardwired to have college network access, including Internet capabilities.

Alumni Hall 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 hook-up for cable television and 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 Burrstone offers 75 rooms for residential students. Large rooms usually house two students and are equipped with carpeting, private bathrooms, free hook-up for cable television and phone service, air-conditioning, and other personal amenities. Burrstone rooms have modern 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, opened in August 1999, features suite-style living with either double or single accommodations for 150 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and college network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, and several large lounges, are also provided. New Hall also features a conference room that is available for campus as well as community meetings and events. The conference room opens up to the Edward and Jean Duffy Plaza.

Tower Hall, Utica College’s newest residence facility, opened in August 2002 and features cluster-style living with either double or single accommodations for 69 students. The majority of residents are returning students in this state-of-the-art facility. Free hook-up for cable television and phone service, and college network access, including Internet capabilities, are provided in each room. Other amenities, such as air conditioning, an elevator, a kitchen on each floor, and several large lounges, are also provided.

The Newman Center serves as the center for the Roman Catholic Newman Community, where students of all faiths are welcome. The building is open Monday through Friday and Sundays from 11:00 a.m. until 8:00 p.m. for meetings, studying, and quiet time (prayer). Mass is celebrated on Saturdays at 5:00 p.m. and on Sundays at 10:30 a.m. and 4:30 p.m.

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

**COMPUTER FACILITIES**

Utica College’s seven academic computer laboratories 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. All computers are equipped with word processing, spreadsheet, presentation, and database programs and are connected to the Internet and laser printers. Student assistants are available in the labs to handle basic questions. Complex questions or problems are referred to the Computer Help Desk, located in the lower level of the Frank E. Gannett Memorial Library.

A wireless laptop lab is maintained for classroom use; the laptops are available for use in the Library on the weekends during the fall semester and the latter half of the spring semester.

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

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

**PARKING**

More than 1,200 parking spaces are available for students, faculty, staff, and visitors. For more information about building and parking lot locations, please refer to the Utica College campus map, located on the last page of this catalog.
THE COMMUNITY

One of the largest cities in the Mohawk Valley, Utica is the socioeconomic hub of the greater Utica-Rome metropolitan area (estimated population: 300,000). A thriving area that supports industries such as technology, manufacturing, health care, education, insurance, finance, and retail, the Mohawk Valley is home to major employers such as Utica National Insurance Group, ConMed Corporation, and Oneida Ltd. Silversmiths. Located 90 miles west of Albany, 50 miles east of Syracuse, and 30 miles south of the Adirondacks, Utica is in the heart of one of New York state’s most scenic, historic, and culturally-rich areas.

Social, cultural, and recreational opportunities start on the Utica College campus, where students, faculty, and staff can enjoy a wide variety of musical and theatrical performances, poetry readings, art exhibits, and other events. Concerts by local acts as well as nationally-recognized performers provide entertainment ranging from rock to gospel, classical to blues, and jazz to folk. Students are also welcome to attend concerts, plays, and other cultural events at nearby colleges and universities.

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

Just a short distance away from Utica are the Landmark Theatre, Burnet Park Zoo, Everson Museum, and Milton J. Rubenstein Museum of Science and...
THE COMMUNITY

One of the largest cities in the Mohawk Valley, Utica is the socioeconomic hub of the greater Utica-Rome metropolitan area (estimated population: 300,000). A thriving area that supports industries such as technology, manufacturing, health care, education, insurance, finance, and retail, the Mohawk Valley is home to major employers such as Utica National Insurance Group, ConMed Corporation, and Oneida Ltd. Silversmiths. Located 90 miles west of Albany, 50 miles east of Syracuse, and 30 miles south of the Adirondacks, Utica is in the heart of one of New York state’s most scenic, historic, and culturally-rich areas.

Social, cultural, and recreational opportunities start on the Utica College campus, where students, faculty, and staff can enjoy a wide variety of musical and theatrical performances, poetry readings, art exhibits, and other events. Concerts by local acts as well as nationally-recognized performers provide entertainment ranging from rock to gospel, classical to blues, and jazz to folk. Students are also welcome to attend concerts, plays, and other cultural events at nearby colleges and universities.

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

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

FACILITIES FOR PHYSICALLY CHALLENGED STUDENTS

The campus has been modified to help accommodate physically challenged students. Automatic doors have been installed in Strebel Student Center, Clark Athletic Center, Frank E. Gannett Memorial Library, and classroom buildings. Elevators have been installed in Strebel, Hubbard Hall, the Library, and the Clark Athletic Center. Emergency phones are located throughout the campus for safety purposes.

A variety of accommodations exist in the residence units for students who are physically challenged. For assistance, contact the 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, (315) 792-3087.

NOTE: All business offices operate on an 8:30 a.m. to 5:00 p.m. schedule during the academic year, with special hours during winter and summer sessions. Student-use facilities operate on day and night schedules, which are shown in the student handbook. Any variation or change to posted hours of operation are communicated via the Day Sheet, a student information newsletter that is distributed throughout the campus.
Technology (home to an IMAX theatre) in Syracuse; Vernon Downs Harness Racetrack in Vernon; the Shako:wi Cultural Center in Oneida; Turning Stone Casino Resort in Verona; the Saratoga Performing Arts Center in Saratoga; and historic Cooperstown, home to the world-class Glimmerglass Opera.

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

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

The Mohawk Valley is also rich in history. Historic treasures include the Oriskany Battlefield, Fort Stanwix National Monument, Erie Canal Village, Canal Town Museum, Oneida Community Mansion House, and the homes of Revolutionary War heroes General Nicholas Herkimer and Major General Friedrich Wilhelm Baron von Steuben. Less than one hour away is historic Cooperstown, home to the Baseball Hall of Fame, the Farmer’s Museum, and the James Fenimore Cooper House.

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

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

THE UNDERGRADUATE PROGRAM

Utica College offers four-year programs leading to either the bachelor of arts or the bachelor of science Syracuse University degree in a broad variety of majors in the liberal arts and sciences and in professional studies. All Utica College major programs provide students with a sound liberal arts base. 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 students opportunities for independent study and experiential learning. A program of general education 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 that lead to graduate and professional study. Two important factors that give Utica College its distinctive academic quality are the integration of liberal arts and professional studies, and the diversity of major programs usually found only in large universities. Many majors also offer internships, clinical programs, or other experiential learning opportunities.

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 percent have earned the terminal degree appropriate to their fields. Although many faculty members are engaged in research, their primary concern is high quality undergraduate instruction. Utica College students have direct contact with their instructors because the typical class at Utica College consists of 20 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their classes. In addition to faculty services and counseling, Utica College also offers professional academic and career planning, advising, and personal counseling to all students.
Technology (home to an IMAX theatre) in Syracuse; Vernon Downs Harness Racetrack in Vernon; the Shakowwi Cultural Center in Oneida; Turning Stone Casino Resort in Verona; the Saratoga Performing Arts Center in Saratoga; and historic Cooperstown, home to the world-class Glimmerglass Opera.

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

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

The Mohawk Valley is also rich in history. Historic treasures include the Oriskany Battlefield, Fort Stanwix National Monument, Erie Canal Village, Canal Town Museum, Oneida Community Mansion House, and the homes of Revolutionary War heroes General Nicholas Herkimer and Major General Friedrich Wilhelm Baron von Steuben. Less than one hour away is historic Cooperstown, home to the Baseball Hall of Fame, the Farmer’s Museum, and the James Fenimore Cooper House.

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

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

THE UNDERGRADUATE PROGRAM

Utica College offers four-year programs leading to either the bachelor of arts or the bachelor of science Syracuse University degree in a broad variety of majors in the liberal arts and sciences and in professional studies. All Utica College major programs provide students with a sound liberal arts base. 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 students opportunities for independent study and experiential learning. A program of general education 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 that lead to graduate and professional study. Two important factors that give Utica College its distinctive academic quality are the integration of liberal arts and professional studies, and the diversity of major programs usually found only in large universities. Many majors also offer internships, clinical programs, or other experiential learning opportunities.

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 percent have earned the terminal degree appropriate to their fields. Although many faculty members are engaged in research, their primary concern is high quality undergraduate instruction. Utica College students have direct contact with their instructors because the typical class at Utica College consists of 20 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their classes. In addition to faculty services and counseling, Utica College also offers professional academic and career planning, advising, and personal counseling to all students.
Utica College has three academic divisions that provide students with a wide choice of majors. In addition, the Division of Graduate and Continuing Education offers graduate programs as well as evening undergraduate courses and professional development programs from all divisions for both credit and non-credit study.

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

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

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

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

The College offers a Cooperative Education Program that 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. Students may choose a specific major at the time of entry or remain undecided for two years while they explore a variety of majors. Once a major is chosen, students may change majors if interests change after entering college. Changing majors, however, may necessitate additional time to complete the degree, depending upon requirements of the new major.

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

**ACADEMIC REQUIREMENTS**

**General Education Core (34–55 credit hours)**

The purpose of the general education 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 the general education core will be reinforced and developed through the student’s chosen course of study.

Students must complete all three components of general education core.

The following list outlines the academic groups from which students may select courses to fulfill the requirements, and the numbers of all courses that have been approved as general education core courses. For descriptions of each of these courses, see the course listings section. Some general education 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. (Students seeking an exemption from Written Communication I or Written Communication II must apply to the Basic Studies Committee of the English department in their first semester at Utica College.)

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.
Utica College has three academic divisions that provide students with a wide choice of majors. In addition, the Division of Graduate and Continuing Education offers graduate programs as well as evening undergraduate courses and professional development programs from all divisions for both credit and non-credit study.

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

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

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

The College offers a Cooperative Education Program that 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. Students may choose a specific major at the time of entry or remain undecided for two years while they explore a variety of majors. Once a major is chosen, students may change majors if interests change after entering college. Changing majors, however, may necessitate additional time to complete the degree, depending upon requirements of the new major.

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

ACADEMIC REQUIREMENTS

General Education Core (34–55 credit hours)

The purpose of the general education 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 the general education core will be reinforced and developed through the student’s chosen course of study.

Students must complete all three components of general education core. The following list outlines the academic groups from which students may select courses to fulfill the requirements, and the numbers of all courses that have been approved as general education core courses. For descriptions of each of these courses, see the course listings section. Some general education 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.
   (Students seeking an exemption from Written Communication I or Written Communication II must apply to the Basic Studies Committee of the English department in their first semester at Utica College.)

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:

**Literature**
- English 135 Introduction to Literature ........................................... 3
- English 195 American Literature and Culture ..................................... 3
- World Literature 205 Masterpieces of Western Literature: Through the Renaissance ........................................... 3
- World Literature 206 Masterpieces of Western 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

**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 245 History of Music I ....................................................... 3
- Music 246 History of Music II ...................................................... 3
- Theatre 115 Introduction to Theatre ............................................. 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: Select one course in each of three of the following disciplines (one course must be a four-credit laboratory course):

**Biology**
- Biology 101 & 102 Human Anatomy and Physiology I & II* .................. 4
- Biology 111 Human Ecology ....................................................... 3 or 4
- Biology 112 Human Sexuality ..................................................... 3
- Biology 113 Human Genetics ...................................................... 3
- Biology 211 General Biology I ...................................................... 4

**Chemistry**
- Chemistry 103 Chemistry and Society ........................................... 3
- Chemistry 211 General Chemistry I .............................................. 4

**Geology**
- Geology 105 Society, Earth, and the Environment ............................ 3
- Geology 115 Elementary Oceanography ......................................... 3
- Geology 125 General Geology ..................................................... 4
- Geology 126 Historical Geology ................................................... 4

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

**Mathematics**
- Mathematics 107 Introduction to Mathematics .................................. 3
- Mathematics 112 Basic Statistics ................................................... 3
- Psychology/Sociology 211 Statistics in the Behavioral Sciences ............ 3
- Economics 241 Statistics ............................................................. 3

**Physics**
- Physics 116 Astronomy: A Study of the Universe ................................ 3
- Physics 123 Physics for Liberal Arts .............................................. 3
- Physics 151 General Physics I: Mechanics, Heat, and Waves ............... 4
- Physics 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 other cultures, the institutions and processes that structure social life,
Major Components option: Select one course from each of the following categories:

**Literature**
- English 135 Introduction to Literature ...................... 3
- English 195 American Literature and Culture ................. 3
- World Literature 205 Masterpieces of Western Literature: Through the Renaissance ......................... 3
- World Literature 206 Masterpieces of Western 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

**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 245 History of Music I ................................... 3
- Music 246 History of Music II ................................ 3
- Theatre 115 Introduction to Theatre .......................... 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: Select one course in each of three of the following disciplines (one course must be a four-credit laboratory course):

**Biology**
- Biology 101 & 102 Human Anatomy and Physiology I & II* .......... 4
- Biology 111 Human Ecology .................................... 3 or 4
- Biology 112 Human Sexuality .................................. 3
- Biology 113 Human Genetics .................................... 3
- Biology 211 General Biology I ................................... 4

**Chemistry**
- Chemistry 103 Chemistry and Society .......................... 3
- Chemistry 211 General Chemistry I ............................ 4

**Geology**
- Geology 105 Society, Earth, and the Environment ................ 3
- Geology 115 Elementary Oceanography .......................... 3
- Geology 125 General Geology .................................... 4
- Geology 126 Historical Geology ................................... 4

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

**Mathematics**
- Mathematics 107 Introduction to Mathematics ................ 3
- Mathematics 112 Basic Statistics ............................. 3
- Psychology/Sociology 211 Statistics in the Behavioral Sciences ........ 3
- Economics 241 Statistics ........................................... 3

**Physics**
- Physics 116 Astronomy: A Study of the Universe .............. 3
- Physics 123 Physics for Liberal Arts ............................ 3
- Physics 151 General Physics I: Mechanics, Heat, and Waves .... 4
- Physics 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 other cultures, the institutions and processes that structure social life,

*Both courses are required to receive core credit.
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 that 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.

**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

**Social Institutions and Processes**
- Economics 141 Principles of Macroeconomics ................. 3
- International Studies 101 (D) World Regional Geography .... 3
- Government and Politics 101 Introduction to Politics and American Government ........................................ 3
- Sociology 151 (D) Human Society .................................. 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 Intensive Courses**
Students entering as freshmen must successfully complete two writing-intensive courses (designated W in the course catalogue). Transfer students entering with their Core complete must successfully complete one writing-intensive course.

Writing-intensive courses include both formal and informal writing opportunities. Formal, graded writing assignments (i.e. papers, essays, and reports) are intended to give students feedback as their drafts develop or offer opportunities to revise. Informal writing assignments (i.e. journals, reading logs, and in-class responses) are primarily intended to help students connect intellectually with the course content.

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

The major programs provide the academic and professional education students will use to pursue a career in their special fields of interest. All available programs are described in the section of this catalog titled “Programs.” 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 that can enrich the student’s working and leisure life.

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

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

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

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

**Honors Program**
The Honors Program offers intellectually talented students the opportunity...
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 that 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.

**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

**Social Institutions and Processes**
- Economics 141  Principles of Macroeconomics ................. 3
- International Studies 101 (D) World Regional Geography ...... 3
- Government and Politics 101  Introduction to Politics and American Government .................. 3
- Sociology 151 (D)  Human Society .................................. 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 Intensive Courses**
Students entering as freshmen must successfully complete two writing-intensive courses (designated W in the course catalogue). Transfer students entering with their Core complete must successfully complete one writing-intensive course.

Writing-intensive courses include both formal and informal writing opportunities. Formal, graded writing assignments (i.e. papers, essays, and reports) are intended to give students feedback as their drafts develop or offer opportunities to revise. Informal writing assignments (i.e. journals, reading logs, and in-class responses) are primarily intended to help students connect intellectually with the course content.

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

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

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 that can enrich the student's working and leisure life.

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

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

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

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

**Honors Program**
The Honors Program offers intellectually talented students the opportunity
to participate in an enriched course of study fully integrated with the regular academic program. The Honors Program has two parts: (1) Intermediate Honors, related to general education requirements for the freshman and sophomore years; and (2) Major Honors, related to individual scholarship in the student's major course of study, in the junior and senior years.

**Intermediate Honors**

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

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

Admission to the Intermediate Honors is by invitation to freshmen. Additionally, toward the end of the fall semester, the director of the Honors Program sends a faculty-wide memo requesting names of exceptional students who may then be invited to apply for late admission on the basis of their academic record in their first semester or first year of college.

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

- Complete English 102H, a special section of Written Communication reserved for honors students, to fulfill the College writing requirement. Honors students do not take the regular English 101-102 sequence.
- Complete an enriched core program based on the general core requirements described in the College catalog. Students will take an Honors Psychology course in the fall of the freshman year, and in the spring, an Honors Literature course. In the fall of the sophomore year, students enroll in Honors History 106, and in the spring, they take an Honors Sociology course.
- Complete one interdisciplinary seminar developed for honors students, to be taken in the spring of the freshman year. This is UCC 259.
- Achieve a cumulative grade point average of 3.4 for the freshman and sophomore years.

Students who complete Intermediate Honors successfully will have their achievement noted on their Utica College transcripts and diploma.

**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 for admission to the director of the Honors Program.

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

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

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

**International Opportunities and Study Abroad**

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

Students may, in addition, participate in study abroad programs through Syracuse University's Division of International Programs Abroad in Madrid, Strasbourg, Florence, London, and Hong Kong. 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 dean of the academic division in which
to participate in an enriched course of study fully integrated with the regular academic program. The Honors Program has two parts: (1) Intermediate Honors, related to general education requirements for the freshman and sophomore years; and (2) Major Honors, related to individual scholarship in the student's major course of study, in the junior and senior years.

**Intermediate Honors**

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

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

Admission to the Intermediate Honors is by invitation to freshmen. Additionally, toward the end of the fall semester, the director of the Honors Program sends a faculty-wide memo requesting names of exceptional students who may then be invited to apply for late admission on the basis of their academic record in their first semester or first year of college.

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

- Complete English 102H, a special section of Written Communication reserved for honors students, to fulfill the College writing requirement. Honors students do not take the regular English 101-102 sequence.
- Complete an enriched core program based on the general core requirements described in the College catalog. Students will take an Honors Psychology course in the fall of the freshman year, and in the spring, an Honors Literature course. In the fall of the sophomore year, students enroll in Honors History 106, and in the spring, they take an Honors Sociology course.
- Complete one interdisciplinary seminar developed for honors students, to be taken in the spring of the freshman year. This is UCC 259.
- Achieve a cumulative grade point average of 3.4 for the freshman and sophomore years.

Students who complete Intermediate Honors successfully will have their achievement noted on their Utica College transcripts and diploma.

**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 for admission to the director of the Honors Program.

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

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

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

**International Opportunities and Study Abroad**

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

Students may, in addition, participate in study abroad programs through Syracuse University’s Division of International Programs Abroad in Madrid, Strasbourg, Florence, London, and Hong Kong. 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 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 Admission Programs” in the “Admission to Utica College” section of this catalog for other opportunities.

**COMPETENCY AND EXPERIENCE CREDIT**

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

**Advanced Placement Examinations of the College Entrance Examination Board**

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

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

*Equivalent may change each year.

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

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

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

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

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

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

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

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

**Credit:** Six semester hours of core credit for each examination. Scores must be at or above the 50th percentile.

**Limits:** Students may not receive CLEP general examination credit in a core area in which they already have earned six hours of college credit.

**Cost:** Only the examination fee of the College Entrance Examination Board.

**Approvals:** Matriculated students need the approval of their adviser, the division 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 dean, and the registrar.
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 Admission Programs” in the “Admission to Utica College” section of this catalog for other opportunities.

**COMPETENCY AND EXPERIENCE CREDIT**

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

**Advanced Placement Examinations of the College Entrance Examination Board**

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

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

*Equivalent may change each year.

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

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

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

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

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

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

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

**Credit:** Six semester hours of core credit for each examination. Scores must be at or above the 50th percentile.

**Limits:** Students may not receive CLEP general examination credit in a core area in which they already have earned six hours of college credit.

**Cost:** Only the examination fee of the College Entrance Examination Board.

### 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 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:** None.

Credit for Physical Education

**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 must be documented by student submission of a current resume, a brief explanation of the work experience and its application or relevance to degree program of study, and other evaluative measures deemed appropriate by the academic program. Application for experience credit must be approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty.
**Cost:** See the “Schedule of Tuition, Fees, and Deposits” section.
**Approvals:** Those of the adviser, the division dean, and the vice president for academic affairs and dean of the faculty.

Military Service School Credit

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

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

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

Credit Earned through Correspondence Courses

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

Veterans' Credit for Physical Education

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

Cooperative Education

Cooperative Education is an educational program that 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 that receive transcript recognition.

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,
Credit from Noncollegiate Institutions

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

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

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

**Cost:** None.

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

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

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

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

**Credit:** Variable, based on the USAFI or DANTES catalog. **Minimum scores required are:** 20 for Subject Standardized Tests, and 5 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 must be documented by student submission of a current resume, a brief explanation of the work experience and its application or relevance to degree program of study, and other evaluative measures deemed appropriate by the academic program. Application for experience credit must be approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty.

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

**Approvals:** Those of the adviser, the division dean, and the vice president for academic affairs and dean of the faculty.

Military Service School Credit

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

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

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

**Cost:** None.

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

Credit Earned through Correspondence Courses

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

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

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

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

Veterans' Credit for Physical Education

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

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

**Cost:** None.

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

**COOPERATIVE EDUCATION**

Cooperative Education is an educational program that 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 that receive transcript recognition.

**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 appropriate 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.

**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 Education Department. Students must be residents of New York state and must have demonstrated potential for success in higher education.

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

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

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

**Collegiate Science and Technology Entry Program (CSTEP)**

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

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

**Young Scholars Liberty Partnership Program**

The Young Scholars Liberty Partnership Program (YSLPP) is a collaborative project launched in 1993 between Utica College 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 traditionally underrepresented populations in the Utica City School District. It was created to provide support services aimed at raising student expectations and performance and extending them access to higher education.

Participating students 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. During the summer more than 200 Young Scholars are on campus for summer programs that range from math and science enrichment and/or remediation to individual tutoring for Regents test preparation. Parents or guardians are asked to take part in appropriate activities and to provide ongoing support and encouragement to participating students.

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

**Preparation for Graduate and Professional Schools**

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

**Certified Public Accountant**

The major in public accountancy as a registered curriculum meets the academic requirements for New York state.
programming, and evaluation; housing and student life activities; and short term academic seminars.

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

**Higher Education Opportunity Program (HEOP)**

Admission to Utica College is available through the Higher Education Opportunity Program, a joint venture undertaken by 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 Education Department. Students must be residents of New York state and must have demonstrated potential for success in higher education.

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

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

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

**Collegiate Science and Technology Entry Program (CSTEP)**

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

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

**Young Scholars Liberty Partnership Program**

The Young Scholars Liberty Partnership Program (YSLPP) is a collaborative project launched in 1993 between Utica College 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 traditionally underrepresented populations in the Utica City School District. It was created to provide support services aimed at raising student expectations and performance and extending them access to higher education.

Participating students 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. During the summer more than 200 Young Scholars are on campus for summer programs that range from math and science enrichment and/or remediation to individual tutoring for Regents test preparation. Parents or guardians are asked to take part in appropriate activities and to provide ongoing support and encouragement to participating students.

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

**Preparation for Graduate and Professional Schools**

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

**Certified Public Accountant**

The major in public accountancy as a registered curriculum meets the academic requirements for New York state.
Law
The College offers a pre-law preparatory and advising program. Periodically pre-law meetings are held by the pre-law adviser. Students interested in law school should be in constant touch with the pre-law adviser and make use of the pre-law library available from the Division of Social Sciences and Management.

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

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

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

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

Optometry, Osteopathic Medicine, Podiatry, Chiropractic
Requirements are similar to those for medicine and dentistry. See the Advisory Committee for the Health Professions by inquiring through the Division of Arts and Sciences.

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

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

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

Transfer students must have completed 60 hours in residence and have met all core requirements.

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

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

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

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

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

Optometry, Osteopathic Medicine, Podiatry, Chiropractic
Requirements are similar to those for medicine and dentistry. See the Advisory Committee for the Health Professions by inquiring through the Division of Arts and Sciences.

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

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

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

Optometry, Podiatry, Osteopathic Medicine, and Dentistry
At the time of application for admission to Utica College, students may also apply for admission to joint health professions programs the College maintains with the University of New England College of Osteopathic Medicine, the Lake Erie College of Osteopathic Medicine, the SUNY College of Optometry, the Ohio College of Podiatric Medicine, and the SUNY at Buffalo School of Dental Medicine. These are seven-year programs in which the student studies at Utica College for three years and for four years at the professional school. After the first year of professional school, the bachelor’s degree is awarded. Admission to the professional school is made at the discretion of the professional school and is not guaranteed. More detailed information concerning these degrees is available from the Office of Admissions and the pre-medical adviser.
In addition, the College maintains an Early Assurance Program with the SUNY at Buffalo School of Dental Medicine in which students at Utica College may be assured of admission to the dental school after two of their four years of study. Upon graduating from the College, they then enter the dental school. Please consult with the pre-medical adviser for further information.

**Other Areas**

Other affiliated programs also may be available in such areas as optometry, osteopathic medicine, podiatry, and chiropractic. Academic advisers can refer students to the appropriate program adviser.

**Advisory Committee for the Health Professions**

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

**SECOND UNDERGRADUATE DEGREES**

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

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

**RESERVE OFFICER TRAINING CORPS (ROTC)**

The Reserve Officer Training Corps programs of the United States Army and Air Force are available to Utica College students. Both programs are designed to produce junior officers (second lieutenants) for their respective service. Programs of study vary from one to four years in length all leading to a commission. Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees.

**Army**

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

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

**Air Force**

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

Any student at Utica College is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and textbooks are provided to the student at no cost. To successfully complete the program and be commissioned as a Second Lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica College. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also cover books and provides a $150 per month stipend. Any Utica College freshman
In addition, the College maintains an Early Assurance Program with the SUNY at Buffalo School of Dental Medicine in which students at Utica College may be assured of admission to the dental school after two of their four years of study. Upon graduating from the College, they then enter the dental school. Please consult with the pre-medical adviser for further information.

Other Areas
Other affiliated programs also may be available in such areas as optometry, osteopathic medicine, podiatry, and chiropractic. Academic advisers can refer students to the appropriate program adviser.

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

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

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

RESERVE OFFICER TRAINING CORPS (ROTC)
The Reserve Officer Training Corps programs of the United States Army and Air Force are available to Utica College students. Both programs are designed to produce junior officers (second lieutenants) for their respective service. Programs of study vary from one to four years in length all leading to a commission. Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees.

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

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

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

Any student at Utica College is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and textbooks are provided to the student at no cost. To successfully complete the program and be commissioned as a Second Lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica College. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also cover 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 compete for a scholarship that 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 doctors, lawyers, 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 Military Science in the “Courses of Instruction” section of this catalog.

**INSTITUTES AND CENTERS**

**CENTER FOR HISTORICAL RESEARCH**

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

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

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

**DIVISION OF GRADUATE AND CONTINUING EDUCATION**

Since its founding in 1946, Utica College has offered educational opportunities to adult students in central New York. Through its Division of Graduate and Continuing Education, the College provides state-of-the-art professional education grounded in a strong liberal arts base to provide its graduates with both the professional knowledge and skills necessary for success in their chosen career. The College also provides students with the intellectual base upon which to mature as responsible, socially aware citizens.

Currently, 11 baccalaureate degrees are available through evening study, including accounting (CPA), accounting (private), business economics, English, history, liberal studies, management, nursing (for RNs only), psychology, social studies, and sociology-anthropology. Additional programs include a certificate in gerontology, English as a second language, and an on-line studies in gerontology program. To assist adult students in the completion of their baccalaureate degrees, Utica College is a certified testing site for the College Level Examination Program (CLEP), and accepts credit from non-collegiate programs recommended for college credit by the American Council on Education (ACE), service in the armed forces, and other non-traditional means of acquiring college-level learning. The College also offers a variety of financial aid and deferred payment plans for adult students. See the “Schedule of Tuition, Fees, and Deposits” section of this catalog for financial information.

Utica College also offers graduate degrees in economic crime management, education, and physical therapy, as well as a variety of professional development programs. For more information, call the Division of Graduate and Continuing Education, (315) 792-3001.
or sophomore who joins and participates in Air Force ROTC is eligible to compete for a scholarship that will pay up to $15,000 per year toward tuition, cover 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 doctors, 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 Military Science in the “Courses of Instruction” section of this catalog.

**INSTITUTES AND CENTERS**

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

**CENTER FOR HISTORICAL RESEARCH**

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

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

Since its founding in 1946, Utica College has offered educational opportunities to adult students in central New York. Through its Division of Graduate and Continuing Education, the College provides state-of-the-art professional education grounded in a strong liberal arts base to provide its graduates with both the professional knowledge and skills necessary for success in their chosen career. The College also provides students with the intellectual base upon which to mature as responsible, socially aware citizens.

Currently, 11 baccalaureate degrees are available through evening study, including accounting (CPA), accounting (private), business economics, English, history, liberal studies, management, nursing (for RNs only), psychology, social studies, and sociology-anthropology. Additional programs include a certificate in gerontology, English as a second language, and an on-line studies in gerontology program. To assist adult students in the completion of their baccalaureate degrees, Utica College is a certified testing site for the College Level Examination Program (CLEP), and accepts credit from non-collegiate programs recommended for college credit by the American Council on Education (ACE), service in the armed forces, and other non-traditional means of acquiring college-level learning. The College also offers a variety of financial aid and deferred payment plans for adult students. See the “Schedule of Tuition, Fees, and Deposits” section of this catalog for financial information.

Utica College also offers graduate degrees in economic crime management, education, and physical therapy, as well as a variety of professional development programs. For more information, call the Division of Graduate and Continuing Education, (315) 792-3001.
**CENTRO STUDI CASAURIENSI**

The Centro Studi Casauriens (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.

**COMPUTER FORENSICS RESEARCH AND 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, former 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 academia 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 advisers. Dr. Gordon is the director and Chet Hosmer is the research adviser. 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 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. In January 1999, the directors provided expert consultation and financial support to help launch the first graduate program at Utica College: a master’s degree in economic crime management. In May 1999, the board of directors helped fund and support the creation of the Computer Forensics Research and Development Center at the College. Most recently, the board has provided resources to establish two on-line journals: the *International Journal of Digital Evidence* and the *Journal of Economic Crime Management*.

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

**ETHNIC HERITAGE STUDIES CENTER**

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

**HUMAN RIGHTS ADVOCACY PROGRAM**

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

HRAP’s approach is to provide in-field training and technical assistance to human rights NGOs and their supporters, as well as to provide counsel via international communications. HRAP works closely with Helsinki Committees and independent human rights NGOs, supporting their legal defense efforts, the monitoring of human rights violations, and their human rights education programs, etc. It also provides technical support and training to university human rights centers in the Balkans and elsewhere.

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

COMPUTER FORENSICS RESEARCH AND 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, former 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 academia 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 advisers. Dr. Gordon is the director and Chet Hosmer is the research adviser. 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 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. In January 1999, the directors provided expert consultation and financial support to help launch the first graduate program at Utica College: a master’s degree in economic crime management. In May 1999, the board of directors helped fund and support the creation of the Computer Forensics Research and Development Center at the College. Most recently, the board has provided resources to establish two on-line journals: the International Journal of Digital Evidence and the Journal of Economic Crime Management.

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

ETHNIC HERITAGE STUDIES CENTER

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

HUMAN RIGHTS ADVOCACY PROGRAM

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

HRAP’s approach is to provide in-field training and technical assistance to human rights NGOs and their supporters, as well as to provide counsel via international communications. HRAP works closely with Helsinki Committees and independent human rights NGOs, supporting their legal defense efforts, the monitoring of human rights violations, and their human rights education programs, etc. It also provides technical support and training to university human rights centers in the Balkans and elsewhere.

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

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

The Raymond Simon Institute for Public Relations

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

To achieve this purpose, the Institute honors the outstanding public relations/journalism alumnus or alumna; grants the Ben and Gene Comora Scholarship, the John Behrens Journalism Scholarship, and the Raymond Simon Scholarship; provides monetary support for faculty projects and student activities through the Robert Feldman Fund; and 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 is made possible by a grant from Owen Comora and his wife, Betty, and is named after her late mother.

Each year, the RSI also presents the George E. Jones Outstanding PR/J Student awards to students in each of the four classes; the Owen Comora Tangerine award to the most valuable staff member of the College newspaper; the Fred and Corinne Grates/RSI Achievement Award; the Flaherty Creativity Award; the David D’Alessandro summer internship award, granted to help cover the expenses of student internships; the Anthony Gagliardi/RSI Arts Award; and the Gary and Jeanne LaBella/RSI Transition Award.

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.

The Institute of Applied Ethics

The Institute of Applied Ethics 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 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.

Mohawk Valley Center for Economic Education

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

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

Utica College Womyn’s Resource Center

The Utica College Womyn’s Resource Center was established during the 1990-91 academic year in conjunction with the Midlife and Older Women’s Center. Its recognized goal is the empowerment and growth of all women through education and mutual support. 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, ethnicities, religions, and lifestyles confront on a daily basis.
The Institute for Excellence in Education

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

The Institute of Applied Ethics

The Institute of Applied Ethics was founded in 1986 and has been affiliated with Utica College since 1987. 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 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.

Mohawk Valley Center for Economic Education

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

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

The Raymond Simon Institute for Public Relations

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

To achieve this purpose, the Institute honors the outstanding public relations/journalism alumnus or alumna; grants the Ben and Gene Comora Scholarship, the John Behrens Journalism Scholarship, and the Raymond Simon Scholarship; provides monetary support for faculty projects and student activities through the Robert Feldman Fund; and 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 is made possible by a grant from Owen Comora and his wife, Betty, and is named after her late mother.

Each year, the RSI also presents the George E. Jones Outstanding PR/J Student awards to students in each of the four classes; the Owen Comora Tangerine award to the most valuable staff member of the College newspaper; the Fred and Corinne Grates/RSI Achievement Award; the Flaherty Creativity Award; the David D’Alessandro summer internship awards, granted to help cover the expenses of student internships; the Anthony Gagliardi/RSI Arts Award; and the Gary and Jeanne LaBella/RSF Transition Award.

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.

Utica College Womyn’s Resource Center

The Utica College Womyn’s Resource Center was established during the 1990-91 academic year in conjunction with the Midlife and Older Women’s Center. Its recognized goal is the empowerment and growth of all women through education and mutual support. 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, ethnicities, religions, and lifestyles confront on a daily basis.
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 in 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 to mid-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 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 have been officially admitted to the College. Married student housing or housing for UC students' children is not available.

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

It is understood that willful damage or mutilation of residence hall facilities or any act or acts that could put the safety or security of other students living in the residence hall in jeopardy will carry severe 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 Office of Residence Life 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 of this catalog for amounts.

2. Returning students may apply in groups for rooms in Alumni Hall or New Hall. Selection for Alumni Hall, New Hall, and Tower Hall is based not only on seniority, 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 Office of Residence Life 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
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 in 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 to mid-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 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 have been officially admitted to the College. Married student housing or housing for UC students’ children is not available.

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

It is understood that willful damage or mutilation of residence hall facilities or any act or acts that could put the safety or security of other students living in the residence hall in jeopardy will carry severe 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 Office of Residence Life 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 of this catalog for amounts.

2. Returning students may apply in groups for rooms in Alumni Hall or New Hall. Selection for Alumni Hall, New Hall, and Tower Hall is based not only on seniority, 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 Office of Residence Life 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
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 Office of Residence Life. Students who reside on campus beyond the second week remain responsible for the payment of all rent until the end of the occupancy term. Charges for board will be on a pro-rated basis through the ninth week of each semester. 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 that 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 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 SERVICES

Campus Dining Services operates the Strebel Student Center Dining Commons, the Pioneer Café Snack Bar, and Le Bistro, which is located in Gordon Science Center. Campus Dining Services offers six meal plans: the Gold meal plan with continuous unlimited service, the 14-meal plan, the 11-meal plan, and three block plans (200, 150, and 120) that provide students with a specific number of meals per semester. In addition, several plans are available for commuter students. For more information, contact the Campus Dining Services office at (315) 792-3178.

The office also offers special services including: catered events; bag lunches; a birthday service complete with a personalized cake, plates, and forks; picnics for groups of 40 or more; a serviceware 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; students interested in a particular service should contact the Campus Dining Services office for further information.

ACADEMIC SUPPORT SERVICES CENTER

The Academic Support Services Center staff provides a wide range of counseling services for students focusing on personal, vocational, and academic concerns. 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 is also obtainable through the counseling staff.

Planning an academic program will be among a student’s highest priorities, and the Academic Support Services Center 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 students who have chosen an academic discipline, the counseling staff, in conjunction with faculty advisers, will provide advice to ensure that students complete all of the requirements for graduation.

In addition to the personal and academic counseling services described, the Academic Support Services Center 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 the Academic Support Services Center 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.
the student may pay the additional costs to lease the room as a double-singel for the remainder of the semester (if space is not needed).

4. Exceptions to the above procedures may be granted by the director of residence life.

5. Students desiring to withdraw from the College’s student housing must give notice of their intent to withdraw to the Office of Residence Life. Students who reside on campus beyond the second week remain responsible for the payment of all rent until the end of the occupancy term. Charges for board will be on a pro-rated basis through the ninth week of each semester. 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 that 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 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 SERVICES

Campus Dining Services operates the Strebel Student Center Dining Commons, the Pioneer Café Snack Bar, and Le Bistro, which is located in Gordon Science Center. Campus Dining Services offers six meal plans: the Gold meal plan with continuous unlimited service, the 14-meal plan, the 11-meal plan, and three block plans (200, 150, and 120) that provide students with a specific number of meals per semester. In addition, several plans are available for commuter students. For more information, contact the Campus Dining Services office at (315) 792-3178.

The office also offers special services including: catered events; bag lunches; a birthday service complete with a personalized cake, plates, and forks; picnics for groups of 40 or more; a serviceware 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; students interested in a particular service should contact the Campus Dining Services office for further information.

ACADEMIC SUPPORT SERVICES CENTER

The Academic Support Services Center staff provides a wide range of counseling services for students focusing on personal, vocational, and academic concerns. 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 is also obtainable through the counseling staff.

Planning an academic program will be among a student’s highest priorities, and the Academic Support Services Center 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 students who have chosen an academic discipline, the counseling staff, in conjunction with faculty advisers, will provide advice to ensure that students complete all of the requirements for graduation.

In addition to the personal and academic counseling services described, the Academic Support Services Center 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 office coordinates. In general, for students who have any questions or concerns of a personal or academic nature, contacting the Academic Support Services Center would be a wise first step.

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:

- In the case of physical disability, relevant and current medical documentation.
- 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 coordinator of learning services in the Academic Support Services Center, Room 109, Hubbard Hall, (315) 792-3032.

**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 student health insurance policies 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 that 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 Newman programs and to participate in 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 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.
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 student health insurance policies 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 that 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 Newman programs and to participate in 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 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**

Career Services, 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 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 establishes and maintains contacts with employment 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. This service is also available to Utica College alumni. 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.

Based on responses to a recent alumni survey, 95 percent of UC graduates are employed or continue their education in graduate or professional school within six months of graduation. Last year approximately 3,000 students and alumni visited the Career Services office for career-related guidance and services. In addition, nearly 400 students were served through career development workshops.

**Utica College Alumni Association**

Graduates of Utica College become members of the Utica College 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, including: alumni regional events, volunteer events, 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 Pioneer Career Network, career and networking events, and the Annual Fund campaign. The Pioneer, Utica College's alumni magazine, is sent to all alumni to keep them informed about the Utica College community.

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

Career Services, 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 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 establishes and maintains contacts with employment 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. This service is also available to Utica College alumni. 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.

Based on responses to a recent alumni survey, 95 percent of UC graduates are employed or continue their education in graduate or professional school within six months of graduation. Last year approximately 3,000 students and alumni visited the Career Services office for career-related guidance and services. In addition, nearly 400 students were served through career development workshops.

UTICA COLLEGE ALUMNI ASSOCIATION

Graduates of Utica College become members of the Utica College 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, including: alumni regional events, volunteer events, 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 Pioneer Career Network, career and networking events, and the Annual Fund campaign. The Pioneer, Utica College’s alumni magazine, is sent to all alumni to keep them informed about the Utica College community.

The Office of Alumni and Parent Relations is located in Champlin House.
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 are normally based on the number of students participating.

GOVERNING BODIES, PROGRAMMING BOARDS, AND ACTIVITIES

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.

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.

The All-College Forum, the “town hall” body of the College, provides students, faculty, and professional staff the opportunity to discuss issues of significance to the College community. The governance structure includes several policy committees, all of which include student representation.

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.

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

The Social Cultural Committee is 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 committees that oversee films, lectures, concerts, coffeehouses, special events, and publicity.

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 ... a variety of activities including seminars, colloquia, social events, and the publication of an alumni newsletter.

The Charles Drew Pre-Professional Society 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 emerita 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.
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 are normally based on the number of students participating.

GOVERNING BODIES, PROGRAMMING BOARDS, AND ACTIVITIES

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.

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.

The All-College Forum, the “town hall” body of the College, provides students, faculty, and professional staff the opportunity to discuss issues of significance to the College community. The governance structure includes several policy committees, all of which include student representation.

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.

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

The Social Cultural Committee is 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 committees that oversee films, lectures, concerts, coffeehouses, special events, and publicity.

ACADEMIC, MAJOR, AND CAREER-RELATED CLUBS

The Accounting Society is open to majors in accounting who have completed at least three terms of study 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 Charles Drew Pre-Professional Society 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 emerita 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 Harold Frederic English Society is named in honor of Harold Frederic, a native of Utica, New York and noted American novelist and journalist of the nineteenth century. The purpose of the Society is to enrich the educational experience of students majoring in or interested in English and American language, literature, and culture. Through a variety of activities and events, members of the club explore outside the classroom their interests in language and literature, and bring to the campus at large opportunities to do the same.

Herodotus, 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 government and politics 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 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 Strebek Student Center. The main project of the year is Children and Hospitals Week, during which numerous activities are organized.

The Psychology Club 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 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 Society for Collegiate Journalists is geared toward journalism majors but is open to all students interested in examining media topics, increasing awareness of careers in the media, and championing the causes of the student press. The club sponsors all-College panels on media topics of general interest, builds relationships with media professionals, and annually visits media alumni at work in various East Coast cities.

Student Affiliates of the American Chemical Society exists to promote the public’s perception and understanding of chemistry and the chemical sciences through public outreach programs and public awareness campaigns. In addition, the group provides opportunity for peer interaction for students in the sciences.

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 Program (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
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 Harold Frederic English Society is named in honor of Harold Frederic, a native of Utica, New York and noted American novelist and journalist of the nineteenth century. The purpose of the Society is to enrich the educational experience of students majoring in or interested in English and American language, literature, and culture. Through a variety of activities and events, members of the club explore outside the classroom their interests in language and literature, and bring to the campus at large opportunities to do the same.

Herodotus, 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 government and politics 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 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 Psychology Club 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 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 Society for Collegiate Journalists is geared toward journalism majors but is open to all students interested in examining media topics, increasing awareness of careers in the media, and championing the causes of the student press. The club sponsors all-College panels on media topics of general interest, builds relationships with media professionals, and annually visits media alumni at work in various East Coast cities.

Student Affiliates of the American Chemical Society exists to promote the public's perception and understanding of chemistry and the chemical sciences through public outreach programs and public awareness campaigns. In addition, the group provides opportunity for peer interaction for students in the sciences.

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 Program (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 pro-
moting 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 the Munson-Williams-Proctor Arts Institute, children’s theatre,
programs for high schools, and production of the annual playwriting contest’s
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.

People Respecting Intimacy and Diversity Everywhere (UC PRIDE)
offers positive educational information to Utica College and its extended com-
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 con-
cern, develop and use a body of supportive resources with positive homosexual
themes, and socially interact. Contact with the group can be made through the
Academic Support Services Center.

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. 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 Womyn of Color group is also affiliated with the center. The group pri-
marily deals with issues related to the health and well being of women of color.

The Young Democrats promote the ideals of the Democratic Party.

**CULTURAL/RELIGIOUS 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 cam-
pus and the surrounding area. All students are encouraged to join.

The Angelic Voices of Unity (Gospel Choir) believes in maintaining a reli-
gious 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 Asian Association exists to increase awareness of Asian cultures. The
group sponsors cultural and educational activities to foster greater understand-
ing of Asian issues. Membership is open to the entire Utica College community.

Brothers on a New Direction (B.O.N.D.) is an organization of men of all
races and nationalities organized to promote awareness and understanding of the
cultures, traditions, and history of African-American people.

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

The Jewish Student Union seeks to make the Jewish religion and its cultur-
als 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 expe-
rience. The LASU recruits Latin American students; sponsors speakers, movies,
workshops, and cultural activities; and operates a tutoring program for Latin American students.

Muslim Students Association (MSA) was created to promote awareness
about Islam, to represent the many different cultures that Islam encompasses,
and to aid Muslim students in their stay at Utica College.

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 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
issues relevant to education, and to develop a professional atmosphere by prom-
moting 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 the Munson-Williams-Proctor Arts Institute, children's theatre, programs for high schools, and production of the annual playwriting contest's winning scripts.

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

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 Angelic Voices of Unity (Gospel Choir) believes in maintaining a reli-
gious 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 Asian Association exists to increase awareness of Asian cultures. The group sponsors cultural and educational activities to foster greater understanding of Asian issues. Membership is open to the entire Utica College community.

Brothers on a New Direction (B.O.N.D.) is an organization of men of all races and nationalities organized to promote awareness and understanding of the cultures, traditions, and history of African-American people.

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.

Muslim Students Association (MSA) was created to promote awareness about Islam, to represent the many different cultures that Islam encompasses, and to aid Muslim students in their stay at Utica College.

People Respecting Intimacy and Diversity Everywhere (UC PRIDE) 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. Contact with the group can be made through the Academic Support Services Center.

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. 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 Womyn of Color group is also affiliated with the center. The group primarily deals with issues related to the health and well being of women of color.

The Young Democrats promote the ideals of the Democratic Party.

CULTURAL/RELIGIOUS 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 Angelic Voices of Unity (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 Asian Association exists to increase awareness of Asian cultures. The group sponsors cultural and educational activities to foster greater understanding of Asian issues. Membership is open to the entire Utica College community.

Brothers on a New Direction (B.O.N.D.) is an organization of men of all races and nationalities organized to promote awareness and understanding of the cultures, traditions, and history of African-American people.

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.

Muslim Students Association (MSA) was created to promote awareness about Islam, to represent the many different cultures that Islam encompasses, and to aid Muslim students in their stay at Utica College.

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 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 who meet three hours per week for instruction and rehearsal. The choir performs at least once a semester. (Academic credit may be received.)

The Utica College Christian Fellowship is a student run, non-denominational Christian organization that was established for facilitating spiritual growth, fellowship, and evangelism. The foundation of the organization is based firmly on the truths found in the Bible. UCCF welcomes all students, faculty, and staff, regardless of spiritual affiliation.

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 among resident students, faculty, and staff. Activities such as campus-wide luncheons, dinners, and coffeehouses are sponsored during daytime hours for greater participation by the College community.

The Fencing Club meets weekly and is made up of students, faculty, and staff. Foil, epee, and saber fencers are represented with skill levels ranging from novice to intermediate.

The Outing Club was formed by 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 as 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 the 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 of 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.
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 as 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 the 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 of 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.

RECREATIONAL CLUBS

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

The Fencing Club meets weekly and is made up of students, faculty, and staff. Foil, epee, and saber fencers are represented with skill levels ranging from novice to intermediate.

The Outing Club was formed by 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.

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.
Student Activities

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

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

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

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

MEDIA

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

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

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

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

Utica College is a member of the Empire 8 athletic conference along with conference rivals Hartwick, Ithaca, Elmira, Alfred, Saint John Fisher, Nazareth,
Student Activities

56 ♦  Student Activities  57

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 fraternity whose Utica College chapter was established in 1984.

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

Xi Theta Psi is a local fraternity founded in 1995.

Sororities

Alpha Kappa Alpha is a national sorority whose Utica College chapter, Iota Rho, was formed at the college 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 service sorority chartered at Utica College in 1983.

Theta Psi Kappa is a local sorority founded in 1995.

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 theatre activities including acting, costume, make-up, set construction, painting, and lighting. (Academic credit may be received.)

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

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

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

Media

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

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

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

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

Utica College is a member of the Empire 8 athletic conference along with conference rivals Hartwick, Ithaca, Elmira, Alfred, Saint John Fisher, Nazareth,
Student Activities

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. To obtain a locker assignment, go to the Athletic Office in the Harold Thomas Clark, Jr. Athletic Center.

Philosophy for Utica College Athletic Department

1. The Athletic Department supports the College’s academic mission by insisting on academic success to be eligible for participation in athletics. Athletics supports the Utica College mission to “create a community of learners with diverse experiences and perspectives…” Athletics enhance the liberal education of men and women by exposing them to cultural, ethnic, and individual differences. Student athletes learn to appreciate diversity in an environment of equality and mutual respect.

2. The Athletic Department supports the College’s mission of “encouraging lifelong learning, and … promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning.” Participation in athletics at Utica College gives student athletes opportunities for positive and realistic self-appraisal. The student athlete learns citizenship and ethics, develops social skills and leadership potential, and gains a stronger sense of independence.

3. The athletic program enriches the life of the campus and enhances the sense of community.

4. Intercollegiate sports participation is encouraged for as many students as possible.

5. The Athletic Department strives for broad participation through intercollegiate, club, and intramural sports. The department also emphasizes competitive excellence, sportsmanship, and positive attitudes.

6. The majority of scheduling is conducted with other Division III colleges in the Empire 8 Conference (Alfred, Hartwick, RIT, Nazareth, St. John Fisher, Ithaca, and Elmira) as well as non-conference opponents in Utica College’s geographic area.

7. Appropriate facilities, competent coaches, and competitive schedules are available to Utica College student athletes to assist them in reaching their athletic potential.

8. Emphasis is given to in-season competition; however, teams and individuals are encouraged and supported through post-season championships.

9. The athletic program is controlled, financed, and staffed through the same general procedures as other departments of the College.
Student Activities

59

• 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. To obtain a locker assignment, go to the Athletic Office in the Harold Thomas Clark, Jr. Athletic Center.

Philosophy for Utica College Athletic Department

1. The Athletic Department supports the College’s academic mission by insisting on academic success to be eligible for participation in athletics. Athletics supports the Utica College mission to “create a community of learners with diverse experiences and perspectives.” Athletics enhance the liberal education of men and women by exposing them to cultural, ethnic, and individual differences. Student athletes learn to appreciate diversity in an environment of equality and mutual respect.

2. The Athletic Department supports the College’s mission of “encouraging lifelong learning, and … promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning.” Participation in athletics at Utica College gives student athletes opportunities for positive and realistic self-appraisal. The student athlete learns citizenship and ethics, develops social skills and leadership potential, and gains a stronger sense of independence.

3. The athletic program enriches the life of the campus and enhances the sense of community.

4. Intercollegiate sports participation is encouraged for as many students as possible.

5. The Athletic Department strives for broad participation through intercollegiate, club, and intramural sports. The department also emphasizes competitive excellence, sportsmanship, and positive attitudes.

6. The majority of scheduling is conducted with other Division III colleges in the Empire 8 Conference (Alfred, Hartwick, RIT, Nazareth, St. John Fisher, Ithaca, and Elmira) as well as non-conference opponents in Utica College’s geographic area.

7. Appropriate facilities, competent coaches, and competitive schedules are available to Utica College student athletes to assist them in reaching their athletic potential.

8. Emphasis is given to in-season competition; however, teams and individuals are encouraged and supported through post-season championships.

9. The athletic program is controlled, financed, and staffed through the same general procedures as other departments of the College.
10. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports. Participant interest 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 is a selective institution that offers excellent academic and cocurricular programs. The College seeks to enroll those students who will benefit from the opportunities and advantages of UC’s distinctly personalized college environment, and who will contribute to the intellectual, social, and cultural diversity of the College community.

Admission to Utica College is selective and each applicant receives individual consideration. Prospective undergraduate students are required to submit a completed application form, high school or college transcripts, a personal essay, an application fee or a request for fee waiver, and a counselor or teacher recommendation. The admissions committee prefers to receive SAT I or ACT scores, but they are required only for freshmen applying to the physical therapy or occupational therapy programs, joint health professions programs, or for academic scholarships. Individual major programs may require additional information. Applicants are strongly encouraged to visit the campus for a personal interview with the admissions staff. Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance including course of study, GPA, rank in class; cocurricular involvement; personal characteristics; and the applicant’s potential for academic and personal success at the College. Utica College values diversity on its campus and encourages applications from students of different heritages, beliefs, and backgrounds.

Requests for application materials should be directed to the Office of Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, or by e-mail to admis@utica.edu. Interviews and campus visits may be scheduled by contacting the office at (315) 792-3006 or at 1-800-782-8884. Appointments are available Monday through Friday throughout the year, and selected Saturdays during the school year. More information can be found on Utica College’s Website, www.utica.edu.
10. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports. Participant interest will be one factor considered in the determination of the level of support provided by the College to each sport.
Admission Requirements

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

Admission Process

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

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 indicating 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 can be evaluated on the basis of their college transcripts and need not submit high school records.

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

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

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

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

Utica College maintains contractual transfer agreements with a number of community colleges which detail specific transfer policies for students holding associate's degrees from those institutions and articulation agreements with
Information and applications for graduate study are available from the Office of Graduate Study, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, by e-mail at gradstudies@utica.edu, or by calling (315) 792-3001.

**ADMISSION REQUIREMENTS**

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

**ADMISSION PROCESS**

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

**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 indicating 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 can be evaluated on the basis of their college transcripts and need not submit high school records.

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

Candidates for the baccalaureate degree must satisfactorily complete a minimum of 30 credit hours of study at Utica College. A maximum of 90–98 credits may be transferred from four-year institutions, and 60–64 from two-year institutions, depending on one’s academic major. Applicants to certificate programs may transfer up to 15 credit hours. Transfer students who matriculate with 60 or more credits need to declare a major upon entering Utica College.

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

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

Utica College maintains contractual transfer agreements with a number of community colleges which detail specific transfer policies for students holding associate’s degrees from those institutions and articulation agreements with...
Transfers from Syracuse University

Students who are attending 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, 1600 Burrstone Road, Utica, NY 13502-4892. The application fee is waived and no essay is required for internal transfers.

International Student Admissions

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

A TOEFL score of 525 (195 computer-based), a MELAB score of 77, or a 6.0 on the Cambridge IELTS is required to enroll in courses at Utica College.

International students who are admitted to Utica College with TOEFL scores falling between 525 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.

Non-matriculated Students

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

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

Students seeking to take additional credit hours may apply for a waiver of this policy by submitting a written request to the dean of graduate and continuing education.

Special Admission Programs

Opportunity Programs

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

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

Joint Health Professions Programs

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

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

Three-Year Study Option

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

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

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

Veterans

Veterans of the Armed Services are encouraged to apply for admission to Utica College. Counselors are available on campus to assist veterans with

*As documented by the New York State Education Department’s income guidelines.
admission to Utica College. More detailed information is available in the Utica College Office of Admissions.

Transfers from Syracuse University

Students who are attending 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, 1600 Burrstone Road, Utica, NY 13502-4892. The application fee is waived and no essay is required for internal transfers.

International Student Admissions

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

A TOEFL score of 525 (195 computer-based), a MELAB score of 77, or a 6.0 on the Cambridge IELTS is required to enroll in courses at Utica College.

International students who are admitted to Utica College with TOEFL scores falling between 525 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.

Non-matriculated Students

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

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

Students seeking to take additional credit hours may apply for a waiver of this policy by submitting a written request to the dean of graduate and continuing education.

SPECIAL ADMISSION PROGRAMS

Opportunity Programs

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

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

Joint Health Professions Programs

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

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

Three-Year Study Option

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

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

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

Veterans

Veterans of the Armed Services are encouraged to apply for admission to Utica College. Counselors are available on campus to assist veterans with

* As documented by the New York State Education Department’s income guidelines.
TUITION AND EXPENSES

Tuition at Utica College for the 2002–2003 academic year is $18,848 a year, payable on the basis of $9,424 per semester, plus a student activities fee of $55 as well as a technology fee of $80 per term. In addition, there is a fee of $43 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 $800 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 $7,580 per school year for a double room in North or South Hall. A single room in North or South Hall is $8,280. A double room in Burrstone House is $7,580 and $7,980 in Alumni Hall. A single room in New Hall or Tower Hall is $8,580 and a double room is $8,080. These rates include the Gold Plan in the College dining hall; $140 may be deducted from these rates for students selecting the 14-meal or 11-meal plan. See “Schedule of Tuition, Fees, and Deposits.”

Due to the many variables in computing off-campus expenses for food and lodging (e.g., students sharing expenses, availability of transportation, etc.), students should consider off-campus expenses to be at least equal to those for students living on campus. The director of residence life maintains an up-to-date list of available off-campus housing 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 Office of Business Affairs. To defer tuition, students must pay at least one-third when they register. There is a $65 fee to defer balances of $350 or more. If the deferred balance is less than $350, the fee is $35. This balance will be payable in three monthly installment during the course of the semester. Utica College also accepts tuition payments through...
TUITION AND EXPENSES

Tuition at Utica College for the 2002–2003 academic year is $18,848 a year, payable on the basis of $9,424 per semester, plus a student activities fee of $55 as well as a technology fee of $80 per term. In addition, there is a fee of $45 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 $800 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 $7,580 per school year for a double room in North or South Hall. A single room in North or South Hall is $8,280. A double room in Burrstone House is $7,580 and $7,980 in Alumni Hall. A single room in New Hall or Tower Hall is $8,580 and a double room is $8,080. These rates include the Gold Plan in the College dining hall; $140 may be deducted from these rates for students selecting the 14-meal or 11-meal plan. See “Schedule of Tuition, Fees, and Deposits.”

Due to the many variables in computing off-campus expenses for food and lodging (e.g., students sharing expenses, availability of transportation, etc.), students should consider off-campus expenses to be at least equal to those for students living on campus. The director of residence life maintains an up-to-date list of available off-campus housing 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 Office of Business Affairs. To defer tuition, students must pay at least one-third when they register. There is a $65 fee to defer balances of $350 or more. If the deferred balance is less than $350, the fee is $35. This balance will be payable in three monthly installments during the course of the semester. Utica College also accepts tuition payments through

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 Graduate and Continuing Education should be investigated, as well as advanced course status in ROTC. Veterans are eligible to receive a monthly training allowance from the Veterans Administration provided they make timely application to the VA and select an appropriate training program. Deadline dates for application do not apply to veterans. Address all inquiries to the Director of Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892.

Readmission

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

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

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

Special Students

Students who do not wish to be considered a candidate for a degree may, with permission of the Office of the Registrar, take limited courses in the day program if space is available.
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 students living on campus 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 Office of Business Affairs, Utica College, 1600 Burrstone Road, Utica, New York 13502-4892, or call (315) 792-3016.

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 $630 per credit hour.

Full-time students with at least sophomore class standing who have been named to the Dean's 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 Office of Financial Aid. 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 dean (for matriculated students) or the director of credit programs (for continuing education students).

Day students carrying less than 10 hours are charged at the rate of $630 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 $210 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) ......................................................... $ 18,848
Student Activity Fee (per year) .................................. 110
Technology Fee (per year) .......................................... 160
Excess Credit Tuition (per credit hour) ......................... $ 630
Part-time Tuition (per credit hour, less than 10 hours) ...... 630
Continuing Education Tuition (per credit hour)
1–6 credit hours ...................................................... 210
7–9 credit hours ...................................................... 290
Advanced and Experience Credit (per credit hour) ........ 210
Continuing Education Individualized Study (per credit hour) 630

One-Time Fees
Application Fee (new students only) .......................... $ 35

Academic Service Fees
Technology Fee – per semester (students enrolled for 10 or more hours) ......................... $ 80
Advanced and Experience Credit Examination Fee (per examination, per each unit of three credit hours or portion thereof) ......................... 55
Film Course Fee ...................................................... 45
Laboratory Fee* (per course for laboratory science, and occupational therapy laboratory, studio, and workshop courses) ......................... 45
Gross Anatomy Laboratory Fee (Biology 201, Physical Therapy 201) ......................... 100
Graduation Fee ...................................................... 50
Distance Learning Support Services – per course (full-time and part-time students) ........ 60

*Except Gross Anatomy (see separate listing)
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 students living on campus 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 Office of Business Affairs, Utica College, 1600 Burrstone Road, Utica, New York 13502-4892, or call (315) 792-3016.

**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 $630 per credit hour.

Full-time students with at least sophomore standing who have been named to the Dean’s 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 Office of Financial Aid. 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 dean (for matriculated students) or the director of credit programs (for continuing education students).

Day students carrying less than 10 hours are charged at the rate of $630 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 $210 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**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per year)</td>
<td>$18,848</td>
</tr>
<tr>
<td>Student Activity Fee (per year)</td>
<td>$110</td>
</tr>
<tr>
<td>Technology Fee (per year)</td>
<td>$160</td>
</tr>
<tr>
<td>Excess Credit Tuition (per credit hour)</td>
<td>$630</td>
</tr>
<tr>
<td>Part-time Tuition (per credit hour, less than 10 hours)</td>
<td>$630</td>
</tr>
<tr>
<td>Continuing Education Tuition (per credit hour)</td>
<td>$210</td>
</tr>
<tr>
<td>1–6 credit hours</td>
<td>$210</td>
</tr>
<tr>
<td>7–9 credit hours</td>
<td>$290</td>
</tr>
<tr>
<td>Advanced and Experience Credit (per credit hour)</td>
<td>$210</td>
</tr>
<tr>
<td>Continuing Education Individualized Study (per credit hour)</td>
<td>$630</td>
</tr>
<tr>
<td>One-Time Fees</td>
<td>$35</td>
</tr>
<tr>
<td>Application Fee (new students only)</td>
<td></td>
</tr>
<tr>
<td>Academic Service Fees</td>
<td>$80</td>
</tr>
<tr>
<td>Technology Fee – per semester</td>
<td></td>
</tr>
<tr>
<td>(students enrolled for 10 or more hours)</td>
<td></td>
</tr>
<tr>
<td>Advanced and Experience Credit Examination Fee</td>
<td>$55</td>
</tr>
<tr>
<td>(per examination, per each unit of three credit hours or portion thereof)</td>
<td>$45</td>
</tr>
<tr>
<td>Film Course Fee</td>
<td>$45</td>
</tr>
<tr>
<td>Laboratory Fee* (per course for laboratory science, and occupational therapy laboratory, studio, and workshop courses)</td>
<td>$45</td>
</tr>
<tr>
<td>Gross Anatomy Laboratory Fee</td>
<td></td>
</tr>
<tr>
<td>(Biology 201, Physical Therapy 201)</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Distance Learning Support Services – per course (full-time and part-time students)</td>
<td>$60</td>
</tr>
</tbody>
</table>

*Except Gross Anatomy (see separate listing)
Administrative Service Fees

Affiliation Change Fee ........................................... $ 60
Deferred Tuition Fee (per semester)
  for deferred balances of $350 or more ...................... 65
  for deferred balances of less than $350 .................... 35
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 2002–2003 academic year.

SCHEDULE OF ROOM AND BOARD CHARGES

<table>
<thead>
<tr>
<th>ROOM ACCOMMODATION</th>
<th>GOLD PLAN (includes 25 bonus dollars per term)</th>
<th>14-MEAL PLAN (includes 75 bonus dollars per term)</th>
<th>11-MEAL PLAN (includes 140 bonus dollars per term)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR</td>
<td>TERM</td>
<td>YEAR</td>
</tr>
<tr>
<td>North &amp; South Halls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$7,580</td>
<td>$3,790</td>
<td>$7,440</td>
</tr>
<tr>
<td>Triple*</td>
<td>$6,800</td>
<td>$3,400</td>
<td>$6,660</td>
</tr>
<tr>
<td>Single</td>
<td>$8,280</td>
<td>$4,140</td>
<td>$8,140</td>
</tr>
<tr>
<td>Double/Single, if available</td>
<td>$8,780</td>
<td>$4,390</td>
<td>$8,640</td>
</tr>
<tr>
<td>Alumni Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$7,980</td>
<td>$3,990</td>
<td>$7,840</td>
</tr>
<tr>
<td>Triple*</td>
<td>$7,120</td>
<td>$3,560</td>
<td>$7,060</td>
</tr>
<tr>
<td>Double/Single, if available</td>
<td>$9,180</td>
<td>$4,590</td>
<td>$9,040</td>
</tr>
<tr>
<td>New &amp; Tower Halls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$8,080</td>
<td>$4,040</td>
<td>$7,940</td>
</tr>
<tr>
<td>Triple*</td>
<td>$7,200</td>
<td>$3,600</td>
<td>$7,060</td>
</tr>
<tr>
<td>Single</td>
<td>$8,580</td>
<td>$4,290</td>
<td>$8,440</td>
</tr>
<tr>
<td>Double/Single, if available</td>
<td>$9,280</td>
<td>$4,640</td>
<td>$9,140</td>
</tr>
<tr>
<td>Burrstone House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double</td>
<td>$7,580</td>
<td>$3,790</td>
<td>$7,440</td>
</tr>
<tr>
<td>Triple*</td>
<td>$6,800</td>
<td>$3,400</td>
<td>$6,660</td>
</tr>
<tr>
<td>Double/Single, if available</td>
<td>$8,980</td>
<td>$4,490</td>
<td>$8,840</td>
</tr>
</tbody>
</table>

* Tripling may occasionally be necessary due to space constraints. On those occasions, the triple room rate reflects a twenty percent discount from the double room rate for the respective residence hall. The double room rate will apply for students electing to remain in a triple room when double rooms become available.
FINANCIAL AID

GENERAL POLICY STATEMENT

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

**TYPES OF ASSISTANCE**

There are two main types of assistance: gift aid and self-help aid. Gift aid includes grants and scholarships that are direct awards and repayment is not required. Self-help aid includes loans, work opportunities, internships, and tuition waivers for service to the College. Federal loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college. The College provides work opportunities under the Federal Work-Study Program and the Student Payroll Program. Internships are positions requiring near-professional level skills and require year-round commitment. Internships generally are available only to juniors and seniors. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each year.

**SOURCES OF ASSISTANCE**

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

**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 Office of Student Employment, 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.

**Student Payroll:**

**Application Procedure.** The Office of Student Employment has some openings for on-campus positions for students who are not eligible for work-study. Eligibility for student payroll is determined by the Offices of Financial Aid and Student Employment (see Federal Work-Study). For details, contact the Office of Student Employment.

**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.

**Federal Supplemental Educational Opportunity Grants (FSEOG)**

**Application Procedure.** Application for these federally funded grants is through the Utica College Office of Financial Aid, 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 in this section of the catalog.

**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.
aid less any semesters used prior to transfer.

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

**Types of Assistance**

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

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

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

**Sources of Assistance**

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

**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.

**Internships:**

**Application Procedure.** Internship openings are advertised by the Office of Student Employment, 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.

**Student Payroll:**

**Application Procedure.** The Office of Student Employment has some openings for on-campus positions for students who are not eligible for work-study. Eligibility for student payroll is determined by the Offices of Financial Aid and Student Employment (see Federal Work-Study). For details, contact the Office of Student Employment.

**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.

**Federal Supplemental Educational Opportunity Grants (FSEOG)**

**Application Procedure.** Application for these federally funded grants is through the Utica College Office of Financial Aid, 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 in this section of the catalog.

**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.
Federal Perkins Loan

**Application Procedure.** Application is made through the Utica College Office of Financial Aid 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, etc., are available from the Office of Financial Aid. Follow the procedures for applying, accepting, and payment of aid from Utica College outlined in this section of the catalog.

**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 5 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 Program (FWSP)

**Application Procedure.** Application is made through the Utica College Office of Financial Aid 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 in this section of the catalog.

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

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

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

Higher Education Opportunity Program (HEOP) Grants:

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

**Selection of Recipients and Allocation of Awards.** The student must be: (1) a New York state resident; (2) an admitted matriculated undergraduate student at Utica College; and (3) academically and economically disadvantaged according to guidelines approved by the New York State Education Department 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. Contact the Office of Financial Aid for details.

Collegiate Science and Technology Entry Program (CSTEP):

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

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

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

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

**Application Procedure.** Application is made through the Utica College Office of Financial Aid 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.

Federal Perkins Loan

**Application Procedure.** Application is made through the Utica College Office of Financial Aid 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, etc., are available from the Office of Financial Aid. Follow the procedures for applying, accepting, and payment of aid from Utica College outlined in this section of the catalog.

**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 5 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 Program (FWSP)

**Application Procedure.** Application is made through the Utica College Office of Financial Aid 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 in this section of the catalog.

**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. Employment is intended to be 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 Office of Financial Aid 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 are 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.
Financial Aid Available through the Federal Government

Federal Pell Grant

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

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 Office of Financial Aid 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 full-time awards range from $400 to $4,000. 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.

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 in this section of the catalog.

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

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

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

Source: United States Department of Interior

Bureau of Indian Affairs, New York Liaison Office
Federal Building, Room 523; 100 South Clinton St.
Syracuse, NY 13202

Veterans (VA) Educational Benefits

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

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

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

Montgomery GI Bill (Selected Reserve)

**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 1606. To be eligible for the program, a reservist must:

(a) have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985, or, if an officer, agree to serve six years in addition to the original obligation;
Financial Aid Available through the Federal Government

Federal Pell Grant

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

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 Office of Financial Aid 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 full-time awards range from $400 to $4,000. 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.

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 in this section of the catalog.

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

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

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

Source: United States Department of Interior

Bureau of Indian Affairs, New York Liaison Office

Federal Building, Room 523; 100 South Clinton St.

Syracuse, NY 13202

Veterans (VA) Educational Benefits

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

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

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

Montgomery GI Bill (Selected Reserve)

**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 1606. To be eligible for the program, a reservist must:

(a) have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985, or, if an officer, agree to serve six years in addition to the original obligation;
abled individual and his or her vocational rehabilitation counselor. The training may involve full- or part-time study at the baccalaureate level leading to a degree or certificate. Training costs at institutions of higher education may be paid through the vocational rehabilitation program only after efforts have been made to secure grant assistance to cover these costs in whole or in part from other sources.

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

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

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, 2003, for new students and March 15 of the current academic year 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 Office of Financial Aid.

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
- 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.
abled individual and his or her vocational rehabilitation counselor. The training may involve full- or part-time study at the baccalaureate level leading to a degree or certificate. Training costs at institutions of higher education may be paid through the vocational rehabilitation program only after efforts have been made to secure grant assistance to cover these costs in whole or in part from other sources.

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

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

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, 2003, for new students and March 15 of the current academic year 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 Office of Financial Aid.

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
- 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.

**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, 2003 for 2003-2004 year.

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

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

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

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

**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 Office of Financial Aid. 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 Office of Financial Aid.

**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 aggregate 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 Office of Financial Aid. Loans may be made for the cost of attendance minus any finan-
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.

**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, 2003 for 2003-2004 year.

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

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

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

**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.

**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 Office of Financial Aid. 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 Office of Financial Aid.

**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 aggregate of $23,000 for undergraduate study.

**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 Office of Financial Aid. Loans may be made for the cost of attendance minus any finan-
Financial Aid

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 federal income tax forms, 1099 forms, and all untaxed income sources.

Students Currently Matriculated and Applying for Aid for 2003-2004

1. Students must mail the 2003-2004 FAFSA to the Federal Student Aid Processor so they will receive it on or before March 15, 2003. Applications for aid will not be considered without official forms.

2. Students must submit a verification of their family's income by May 1, 2003, if requested. Verification includes signed federal income tax forms, 1099 forms, and all untaxed income sources, etc.

All Students—Appeal

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

1. 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 that entail 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 $2,300 Pell, a $3,300 TAP, a $1,800 Federal Perkins Loan, a $8,940 College Grant, and a $2,625 Federal Stafford Loan could expect the following at 2002–2003 registration.

<table>
<thead>
<tr>
<th>Charges</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$9,559</td>
<td>$9,559</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>3,790</td>
<td>3,790</td>
</tr>
<tr>
<td><strong>TOTAL CHARGES</strong></td>
<td><strong>$13,349</strong></td>
<td><strong>$13,349</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>$1,150</td>
<td>$1,150</td>
</tr>
<tr>
<td>TAP</td>
<td>1,650</td>
<td>1,650</td>
</tr>
<tr>
<td>Perkins Loan</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>College Grant</td>
<td>4,470</td>
<td>4,470</td>
</tr>
<tr>
<td>Direct Stafford/Ford Loan</td>
<td>1,313</td>
<td>1,312</td>
</tr>
<tr>
<td><strong>TOTAL AID</strong></td>
<td><strong>$9,483</strong></td>
<td><strong>$9,482</strong></td>
</tr>
</tbody>
</table>
Financial Aid

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 federal income tax forms, 1099 forms, and all untaxed income sources.

Students Currently Matriculated and Applying for Aid for 2003-2004

1. Students must mail the 2003-2004 FAFSA to the Federal Student Aid Processor so they will receive it on or before March 15, 2003. Applications for aid will not be considered without official forms.

2. Students must submit a verification of their family's income by May 1, 2003, if requested. Verification includes signed federal income tax forms, 1099 forms, and all untaxed income sources, etc.

All Students—Appeal

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

1. 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 that entail 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 $2,300 Pell, a $3,300 TAP, a $1,800 Federal Perkins Loan, a $8,940 College Grant, and a $2,625 Federal Stafford Loan could expect the following at 2002–2003 registration.

<table>
<thead>
<tr>
<th>Charges: Fall</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$9,559</td>
<td>$9,559</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>3,790</td>
<td>3,790</td>
</tr>
<tr>
<td>TOTAL CHARGES</td>
<td>$13,349</td>
<td>$13,349</td>
</tr>
</tbody>
</table>

Financial Aid

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell</td>
<td>$1,150</td>
<td>$1,150</td>
</tr>
<tr>
<td>TAP</td>
<td>1,650</td>
<td>1,650</td>
</tr>
<tr>
<td>Perkins Loan (formerly NDSL)</td>
<td>900</td>
<td>900</td>
</tr>
<tr>
<td>College Grant</td>
<td>4,470</td>
<td>4,470</td>
</tr>
<tr>
<td>Direct Stafford/Ford Loan</td>
<td>1,313</td>
<td>1,312</td>
</tr>
<tr>
<td>TOTAL AID</td>
<td>$9,483</td>
<td>$9,482</td>
</tr>
</tbody>
</table>
ademic Standards

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

TAP Standards

### BACHELOR’S DEGREE • FULL-TIME

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours Equivalent</th>
<th>Number of Credits Enrolled</th>
<th>Number of Credits Completed with a Grade</th>
<th>Number of Credits Accrued</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>1.6</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### BACHELOR’S DEGREE • PART-TIME

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours Equivalent</th>
<th>Number of Credits Enrolled</th>
<th>Number of Credits Accrued</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>7–12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>13–18</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>19–24</td>
<td>9</td>
<td>1.4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>25–30</td>
<td>15</td>
<td>1.4</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>31–36</td>
<td>21</td>
<td>1.6</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>37–42</td>
<td>27</td>
<td>1.6</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>43–48</td>
<td>33</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>49–54</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>55–60</td>
<td>45</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Federal/Institutional Standards

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

Transfer of credits from previously attended institutions does not affect the student’s academic progress at Utica College. (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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Hours to be Completed Successfully</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>1.4</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>1.6</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>1.7</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>1.9</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

Interpretation of the Charts

**Credits completed**—hours completed with a grade of A, B, C, D, F, 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.
### ACADEMIC STANDARDS

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

#### TAP Standards

**BACHELOR'S DEGREE • FULL-TIME**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of credits enrolled</th>
<th>Number of credits completed with a grade</th>
<th>Number of credits accrued</th>
<th>Cumulative grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>Second</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>1.6</td>
</tr>
</tbody>
</table>

#### BACHELOR'S DEGREE • PART-TIME

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Credits Carried</th>
<th>Number of Credits Accrued</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3–6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>7–12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>13–18</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>4</td>
<td>19–24</td>
<td>9</td>
<td>1.4</td>
</tr>
<tr>
<td>5</td>
<td>25–30</td>
<td>15</td>
<td>1.4</td>
</tr>
<tr>
<td>6</td>
<td>31–36</td>
<td>21</td>
<td>1.6</td>
</tr>
<tr>
<td>7</td>
<td>37–42</td>
<td>27</td>
<td>1.6</td>
</tr>
<tr>
<td>8</td>
<td>43–48</td>
<td>33</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>49–54</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>55–60</td>
<td>45</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of credits enrolled</th>
<th>Number of credits completed with a passing grade</th>
<th>Number of credits accrued</th>
<th>Cumulative grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>1.6</td>
</tr>
</tbody>
</table>

**Federal/Institutional Standards**

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

Transfer of credits from previously attended institutions does not affect the student's academic progress at Utica College. (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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of hours to be completed successfully</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>1.4</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>1.6</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>1.7</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>1.9</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

#### Interpretation of the Charts

**Credits completed**—hours completed with a grade of A, B, C, D, F, 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.
SCHOLARSHIPS, GRANTS, AND AWARDS

COLLEGE SCHOLARSHIPS

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

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

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

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

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

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 or extraordinary personal difficulty due to unusual circumstances. The vice president for academic affairs and dean of the faculty will consider the student’s full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Office of Financial Aid.

Refunds

Utica College follows prescribed regulations when determining the amount of refund owed to the Title IV Programs if a student receiving such aid officially withdraws from all courses, drops out, or is expelled from the College on or after his or her first day of class. Please see the “Regulations” section of this catalog for further details.
SCHOLARSHIPS, GRANTS, AND AWARDS

COLLEGE SCHOLARSHIPS

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

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

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

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

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

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 or extraordinary personal difficulty due to unusual circumstances. The vice president for academic affairs and dean of the faculty will consider the student’s full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Office of Financial Aid.

REFUNDS

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

REFUNDS

Utica College follows prescribed regulations when determining the amount of refund owed to the Title IV Programs if a student receiving such aid officially withdraws from all courses, drops out, or is expelled from the College on or after his or her first day of class. Please see the “Regulations” section of this catalog for further details.
Utica College Achievement Awards
These awards are based on personal and academic achievement and ability to contribute to the College community. The scholarship is renewable as long as the student maintains the required grade point average and meets satisfactory progress requirements.

Transfer Achievement Awards
These awards are for transfer students who have completed, and will transfer, a minimum of 30 hours of college work. A 3.0 GPA or better is required for eligibility and renewal. Awards vary based on academic ability and special achievements.

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

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

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

Ruth E. Abeling Memorial Scholarship Fund
Scholarship and financial assistance awards made from the Ruth E. Abeling Memorial Scholarship Fund shall be made to deserving full-time students majoring in occupational therapy who demonstrate academic merit and financial need. Preference will be given, but is not limited, to an adult female student who is resuming her education. Students shall be selected by the Office of Financial 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 by Dr. John F. ’52 and Margaret Albrecht 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.

Richard W. 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.

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

American Association of University Professors—Utica College Chapter Scholarship
Established by faculty at Utica College, awards from this scholarship are made to a student in his/her junior year who demonstrates academic achievement and service to the College.
Utica College Achievement Awards

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

Transfer Achievement Awards

These awards are for transfer students who have completed, and will transfer, a minimum of 30 hours of college work. A 3.0 GPA or better is required for eligibility and renewal. Awards vary based on academic ability and special achievements.

My Turn Scholarship

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

Senior Citizens Award

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

Endowed Scholarships

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

Ruth E. Abeling Memorial Scholarship Fund

Scholarship and financial assistance awards made from the Ruth E. Abeling Memorial Scholarship Fund shall be made to deserving full-time students majoring in occupational therapy who demonstrate academic merit and financial need. Preference will be given, but is not limited, to an adult female student who is resuming her education. Students shall be selected by the Office of Financial 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 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.

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

American Association of University Professors—Utica College Chapter Scholarship

Established by faculty at Utica College, awards from this scholarship are made to a student in his/her junior year who demonstrates academic achievement and service to the College.
American Legion Whitestown Post #1113 Scholarship
Established by members of the Whitestown Post #1113 of the American Legion, this scholarship shall be awarded to a student from the town of Whitestown who shows academic promise and financial need.

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

Carmen F. and Elizabeth Timpano Arcuri Scholarship
Awards from the Carmen F. and Elizabeth Timpano Arcuri Scholarship shall be made to deserving full-time students who demonstrate academic merit 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.

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

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

Louis N. Brando Memorial Scholarship
This award was established 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.

Commander Harold C. and Mary Rorie Brown Scholarship
Scholarship and financial assistance awards made from the Commander Harold C. and Mary Rorie Brown Scholarship Fund shall be made to deserving full-time students majoring in Arts and Sciences who demonstrate academic merit and financial need. Students shall be selected by the Office of Financial Aid.
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.

Carmen F. and Elizabeth Timpano Arcuri Scholarship
Awards from the Carmen F. and Elizabeth Timpano Arcuri Scholarship shall be made to deserving full-time students who demonstrate academic merit 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.

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

Louis N. Brando Memorial Scholarship
This award was established 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.

Commander Harold C. and Mary Rorie Brown Scholarship
Scholarship and financial assistance awards made from the Commander Harold C. and Mary Rorie Brown Scholarship Fund shall be made to deserving full-time students majoring in Arts and Sciences who demonstrate academic merit and financial need. Students shall be selected by the Office of Financial Aid.
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.

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

Bullock Family Scholarship
Established by Robert T. Bullock ’69, 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.

Calidonna Scholarship
Scholarship and financial assistance awards made from the Calidonna Family Scholarship Fund shall be made to a hard-working student who demonstrates good character and shows financial need. Students shall be selected by the Office of Financial Aid.

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.

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.

Joseph R. Carucci Scholarship Fund
Awards from this fund will be made to students in any Utica College major who demonstrate financial need.

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

Peter and Edith Caruso Scholarship 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.

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.

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.
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.

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

Bullock Family Scholarship
Established by Robert T. Bullock ’69, 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.

Calidonna Scholarship
Scholarship and financial assistance awards made from the Calidonna Family Scholarship Fund shall be made to a hard-working student who demonstrates good character and shows financial need. Students shall be selected by the Office of Financial Aid.

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.

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.

Joseph R. Carucci Scholarship Fund
Awards from this fund will be made to students in any Utica College major who demonstrate financial need.

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

Peter and Edith Caruso Scholarship Fund
Established by Thomas G. and Civita A. Brown in honor of Mrs. Brown’s parents, awards from this scholarship shall be made to deserving full-time students majoring in psychology-child life or in education who demonstrate academic merit and financial need.

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

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.
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.

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

Walter A. Cragnolin Memorial Scholarship
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
Financial assistance awards from this fund shall be made to a full-time student from a low-income family, preferably the poverty level as defined by the federal government, and should have a grade point average of 3.0 or better and demonstrates those traits which will make him/her an asset both to his/her profession and community.

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.

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

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

Class of 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.

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.

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

Walter A. Cragnolin Memorial Scholarship
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
Financial assistance awards from this fund shall be made to a full-time student from a low-income family, preferably the poverty level as defined by the federal government, and should have a grade point average of 3.0 or better and demonstrates 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 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

Financial assistance awards from the fund shall be awarded to a full-time student in his/her junior or senior year who is majoring in the area of arts, including but not limited to painting, sculpture, theatre, dance, or music, or who is majoring in one of the traditional humanities majors and has a special interest in the arts. The recipient shall be selected by the dean of the faculty in consultation with the faculty of the Division of Arts and Sciences. Candidates must have a 3.0 GPA or better and demonstrate traits which will make them an asset to their profession and community.

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 lifetime 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. Dylis Nursing Scholarship

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

Carl S. Dziekan Scholarship Fund

Scholarship and financial assistance awards made from the Carl S. Dziekan Scholarship Fund shall be made to deserving full-time students majoring in accounting or economics who demonstrate academic merit and financial need. Preference shall be given to students from New York Mills Junior-Senior High School, its successors and/or assigns. Students shall be selected by the Office of Financial Aid.

Early Childhood/Elementary Education-New York Telephone Scholarship

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

Sal J. Eannace—Tau Phi Zeta Scholarship

Established by the Tau Phi Zeta Fraternity, this scholarship will be awarded to a student for all four years of his or her education at Utica College, beginning in the freshman year. The recipient must be a resident of Oneida County,
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

Financial assistance awards from the fund shall be awarded to a full-time student in his/her junior or senior year who is majoring in the area of arts, including but not limited to painting, sculpture, theatre, dance, or music, or who is majoring in one of the traditional humanities majors and has a special interest in the arts. The recipient shall be selected by the dean of the faculty in consultation with the faculty of the Division of Arts and Sciences. Candidates must have a 3.0 GPA or better and demonstrate traits which will make them an asset to their profession and community.

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. Dylis Nursing Scholarship

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

Carl S. Dziekan Scholarship Fund

Scholarship and financial assistance awards made from the Carl S. Dziekan Scholarship Fund shall be made to deserving full-time students majoring in accounting or economics who demonstrate academic merit and financial need. Preference shall be given to students from New York Mills Junior-Senior High School, its successors and/or assigns. Students shall be selected by the Office of Financial Aid.

Early Childhood/Elementary Education—New York Telephone Scholarship

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

Sal J. Eannace—Tau Phi Zeta Scholarship

Established by the Tau Phi Zeta Fraternity, this scholarship will be awarded to a student for all four years of his or her education at Utica College, beginning in the freshman year. The recipient must be a resident of Oneida County,
Scholarships, Grants, and Awards

Scholarships, Grants, and Awards

• **Joseph A. Furgal Memorial Scholarship in International Relations**, in memory of Mr. Furgal's father, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and has a serious interest in international studies.

• **Joseph P. Furgal Endowed Scholarship in History** is awarded to a student majoring in history, who has attained a 3.0 average, demonstrates financial need, and has a serious interest in history.

• **Mary Ann Furgal Scholarship in Nursing, Health Related Sciences, or Pre-Medical/Dental Studies** is awarded to a nursing, health-related sciences, or pre-medical/dental studies major of Polish descent. The student must attain a 3.0 average and demonstrate financial need.

• **Rose S. Furgal Memorial Scholarship in Criminal Justice**, in memory of Mr. Furgal's mother, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and is a criminal justice major.

• **Sheila Furgal Scholarship** is awarded to a student who is majoring in biology at Utica College.

• **Thaddeus (Duke) Furgal Memorial Award** is awarded to a student of Polish descent who has attained a 3.0 or higher average, demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.

• **Anthony F. Grimm Scholarship** is awarded to a student majoring in government and politics at Utica College.

• **Barbara E. Jordan ’75 Scholarship** is awarded to a student who has a record of volunteerism through a campus service organization.

• **Monsignor Adolph A. Kantor Scholarship** is awarded to a student majoring in biology.

• **Dolores LaSalle Scholarship** is awarded to a student who demonstrates academic merit and actively participates in College and/or community service.

• **Frank Malachowski Memorial Scholarship** is awarded to an English major at Utica College.

• **Jacqueline Furgal Morelle Scholarship** is awarded to a student with a major in psychology.

• **Professor Vladimir Polansky Memorial Scholarship** is awarded to a student who is seriously pursuing the study of languages at Utica College.

• **Thomas J. Raiano Memorial Scholarship** is awarded to a student with a strong interest in pursuing studies in music, art, or literature.

Demonstrate community involvement, and maintain a cumulative grade point average of 2.5 or above after enrollment.

**Economic Crime Investigation Institute Scholarship**

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

**Saverio M. Flemma Memorial Scholarship**

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

**Samuel S. Freeman Scholarship**

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

**Furgal Scholarships**

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

• **Catharine Christensen Scholarship** is awarded to a student majoring in psychology at Utica College.

• **Donald L. Cielsak Scholarship** is awarded to a full-time student who is majoring in mathematics at Utica College.

• **Frank and Helen Fliss Scholarship** is awarded to a student with a strong interest in pursuing the study of music.

• **Andrea Furgal Scholarship** is awarded to a student who is majoring in mathematics at Utica College.

• **Audrey Furgal Scholarship** is awarded to a student who is majoring in management at Utica College.

• **Gary Furgal Scholarship** is awarded to a student who is majoring in accounting at Utica College.

• **Irene Furgal Memorial Scholarship in Political and Social Sciences** is awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.
demonstrate community involvement, and maintain a cumulative grade point average of 2.5 or above after enrollment.

**Economic Crime Investigation Institute Scholarship**

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

**Saverio M. Femma Memorial Scholarship**

This scholarship, established in 1988 by Mr. Femma’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** is awarded to a student majoring in psychology at Utica College.
- **Donald L. Cielsak Scholarship** is awarded to a full-time student who is majoring in mathematics at Utica College.
- **Frank and Helen Fliss Scholarship** is awarded to a student with a strong interest in pursuing the study of music.
- **Andrea Furgal Scholarship** is awarded to a student who is majoring in mathematics at Utica College.
- **Audrey Furgal Scholarship** is awarded to a student who is majoring in management at Utica College.
- **Gary Furgal Scholarship** is awarded to a student who is majoring in accounting at Utica College.
- **Irene Furgal Memorial Scholarship in Political and Social Sciences** is awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.
- **Joseph A. Furgal Memorial Scholarship in International Relations**, in memory of Mr. Furgal’s father, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and has a serious interest in international studies.
- **Joseph P. Furgal Endowed Scholarship in History** is awarded to a student majoring in history, who has attained a 3.0 average, demonstrates financial need, and has a serious interest in history.
- **Mary Ann Furgal Scholarship in Nursing, Health Related Sciences, or Pre-Medical/Dental Studies** is awarded to a nursing, health-related sciences, or pre-medical/dental studies major of Polish descent. The student must attain a 3.0 average and demonstrate financial need.
- **Rose S. Furgal Memorial Scholarship in Criminal Justice**, in memory of Mr. Furgal’s mother, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and is a criminal justice major.
- **Sheila Furgal Scholarship** is awarded to a student who is majoring in biology at Utica College.
- **Thaddeus (Duke) Furgal Memorial Award** is awarded to a student of Polish descent who has attained a 3.0 or higher average, demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.
- **Anthony F. Grimm Scholarship** is awarded to a student majoring in government and politics at Utica College.
- **Barbara E. Jordan ’75 Scholarship** is awarded to a student who has a record of volunteerism through a campus service organization.
- **Monsignor Adolph A. Kantor Scholarship** is awarded to a student majoring in biology.
- **Dolores LaSalle Scholarship** is awarded to a student who demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.
- **Saverio M. Flemma Memorial Scholarship** is awarded to students who are first generation Italian Americans or immigrants who demonstrate academic merit and financial need.
- **Thomas Proctor Eldred, Sr. Memorial Scholarship** is awarded for construction management students who are in the junior year.
- **Economic Crime Investigation Institute Scholarship** is 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.
- **Samuel S. Freeman Scholarship** is awarded by bequest of Samuel S. Freeman to provide scholarships for worthy students of high scholarship and character.
- **Furgal Scholarships** is established by Joseph P. Furgal ’50 to honor his family and friends and to benefit UC students.
- **Catharine Christensen Scholarship** is awarded to a student majoring in psychology at Utica College.
- **Donald L. Cielsak Scholarship** is awarded to a full-time student who is majoring in mathematics at Utica College.
- **Frank and Helen Fliss Scholarship** is awarded to a student with a strong interest in pursuing the study of music.
- **Andrea Furgal Scholarship** is awarded to a student who is majoring in mathematics at Utica College.
- **Audrey Furgal Scholarship** is awarded to a student who is majoring in management at Utica College.
- **Gary Furgal Scholarship** is awarded to a student who is majoring in accounting at Utica College.
- **Irene Furgal Memorial Scholarship in Political and Social Sciences** is awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.
- **Joseph A. Furgal Memorial Scholarship in International Relations**, in memory of Mr. Furgal’s father, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and has a serious interest in international studies.
- **Joseph P. Furgal Endowed Scholarship in History** is awarded to a student majoring in history, who has attained a 3.0 average, demonstrates financial need, and has a serious interest in history.
- **Mary Ann Furgal Scholarship in Nursing, Health Related Sciences, or Pre-Medical/Dental Studies** is awarded to a nursing, health-related sciences, or pre-medical/dental studies major of Polish descent. The student must attain a 3.0 average and demonstrate financial need.
- **Rose S. Furgal Memorial Scholarship in Criminal Justice**, in memory of Mr. Furgal’s mother, is awarded to a student of Polish descent who has attained a 3.0 average, demonstrates financial need, and is a criminal justice major.
- **Sheila Furgal Scholarship** is awarded to a student who is majoring in biology at Utica College.
- **Thaddeus (Duke) Furgal Memorial Award** is awarded to a student of Polish descent who has attained a 3.0 or higher average, demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.
- **Anthony F. Grimm Scholarship** is awarded to a student majoring in government and politics at Utica College.
- **Barbara E. Jordan ’75 Scholarship** is awarded to a student who has a record of volunteerism through a campus service organization.
- **Monsignor Adolph A. Kantor Scholarship** is awarded to a student majoring in biology.
- **Dolores LaSalle Scholarship** is awarded to a student who demonstrates academic merit and financial need, and is pursuing a career in health or health sciences.
- **Saverio M. Flemma Memorial Scholarship** is awarded to students who are first generation Italian Americans or immigrants who demonstrate academic merit and financial need.
- **Thomas Proctor Eldred, Sr. Memorial Scholarship** is awarded for construction management students who are in the junior year.
- **Economic Crime Investigation Institute Scholarship** is 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.
- **Samuel S. Freeman Scholarship** is awarded by bequest of Samuel S. Freeman to provide scholarships for worthy students of high scholarship and character.
- **Furgal Scholarships** is established by Joseph P. Furgal ’50 to honor his family and friends and to benefit UC students.
- **Catharine Christensen Scholarship** is awarded to a student majoring in psychology at Utica College.
- **Donald L. Cielsak Scholarship** is awarded to a full-time student who is majoring in mathematics at Utica College.
- **Frank and Helen Fliss Scholarship** is awarded to a student with a strong interest in pursuing the study of music.
- **Andrea Furgal Scholarship** is awarded to a student who is majoring in mathematics at Utica College.
- **Audrey Furgal Scholarship** is awarded to a student who is majoring in management at Utica College.
- **Gary Furgal Scholarship** is awarded to a student who is majoring in accounting at Utica College.
- **Irene Furgal Memorial Scholarship in Political and Social Sciences** is awarded to a full-time student majoring in government and politics or social sciences. The recipient must be of Polish descent, have a 3.0 average, and demonstrate financial need.
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 Gazzilli Scholarship
Created by Daniel and Josephine Fanelli Gazzilli and funded by friends and family in memory of the late Daniel “Doc” Gazzilli, this scholarship is awarded to a student from the greater Utica area on the basis of academic merit and financial need.

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

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

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

Boyd Golder-Utica Kiwanis Scholarship
Recipients are Utica residents with financial need. Preference is given to present and past members of a Utica area 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 T.R. Proctor Senior High School who has an average of 90% or above, is of sound character, and shows academic promise.

Dr. Michelle E. Haddad ’81 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.

Dr. William P. Hall Scholarship
Financial assistance awards from the fund shall be made to a student who resides in Oneida or Herkimer County and who is pursuing a pre-med or biology degree.

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

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

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

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

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

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

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

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

Boyd Golder-Utica Kiwanis Scholarship
Recipients are Utica residents with financial need. Preference is given to present and past members of a Utica area 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 T.R. Proctor Senior High School who has an average of 90% or above, is of sound character, and shows academic promise.

Dr. Michelle E. Haddad ’81 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.

Dr. William P. Hall Scholarship
Financial assistance awards from the fund shall be made to a student who resides in Oneida or Herkimer County and who is pursuing a pre-med or biology degree.

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

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

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

William Randolph Hearst Endowed Scholarship
Financial assistance awards from this fund shall be made to economically disadvantaged students, with a preference for graduates of the Young Scholars Program. It is preferred that the scholarships generated from this endowment be awarded to students who intend to permanently reside in the United States after completion of their studies.
Andrew, William, and Mary Lou Hebenstreet Scholarship
This scholarship was established by William Hebenstreet in memory of his son, Andrew. Awards shall be made to a full-time student who is majoring in physics and/or has an interest in the study of astronomy.

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

M. Dorisse Howe Scholarship
Awards are made to biology majors for assistance in summer studies that 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
The scholarship shall be awarded to a student with demonstrated financial need, who is actively pursuing a career in computer science. The recipients shall maintain a grade point average of 3.0 or better.

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

S. Sheldon Judson Memorial Scholarship Fund
Income derived from the fund is to be used to provide scholarship assistance to students with financial need. Awards from the fund shall benefit deserving students from the Mohawk Valley who might otherwise be financially unable to attend.

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

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 or Oneida County and are majoring in accounting.

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.
Andrew, William, and Mary Lou Hebenstreet Scholarship

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

Heiland Family Scholarship

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.

Eidas 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 Hobika Scholarship

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

M. Dorisse Howe Scholarship

Awards are made to biology majors for assistance in summer studies that 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

The scholarship shall be awarded to a student with demonstrated financial need, who is actively pursuing a career in computer science. The recipients shall maintain a grade point average of 3.0 or better.

Eiddon L. Jones Scholarship

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

S. Sheldon Judson Memorial Scholarship Fund

Income derived from the fund is to be used to provide scholarship assistance to students with financial need. Awards from the fund shall benefit deserving students from the Mohawk Valley who might otherwise be financially unable to attend.

Edward J. “Bud” Kane ’51 Endowed Scholarship

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

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 or Oneida County and are majoring in accounting.

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.
Scholarships, Grants, and Awards

MasterCard International ECM Scholarship

Financial assistance awards from the fund shall be made to full-time law enforcement officers from the metropolitan New York area, specifically the five boroughs of New York City, with strong undergraduate or graduate records, with at least three years of experience in law enforcement, with emphasis on financial crimes, and with strong recommendations from their supervisor(s). In addition, they should show motivation to pursue a career in economic (financial) crime investigation/management with a commitment from their agency to allow attendance at residencies. Potential candidates will be notified of the scholarship. Financial need will be a consideration. At the time of application to the ECM program, the student will submit an application for the scholarship. In addition to personal statements in the application, candidates will be asked to respond to the following question: Using the criteria for the scholarship, discuss the qualifications you believe support your application. Students will be accepted into the program and later notified of scholarship award. Deadline for application each year will be August 31. The successful candidates will be notified by the committee on or before October 15.

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 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. Millet 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.
Scholarships, Grants, and Awards

MasterCard International ECM Scholarship
Financial assistance awards from the fund shall be made to full-time law enforcement officers from the metropolitan New York area, specifically the five boroughs of New York City, with strong undergraduate or graduate records, with at least three years of experience in law enforcement, with emphasis on financial crimes, and with strong recommendations from their supervisor(s). In addition, they should show motivation to pursue a career in economic (financial) crime investigation/management with a commitment from their agency to allow attendance at residencies. Potential candidates will be notified of the scholarship. Financial need will be a consideration. At the time of application to the ECM program, the student will submit an application for the scholarship. In addition to personal statements in the application, candidates will be asked to respond to the following question: Using the criteria for the scholarship, discuss the qualifications you believe support your application. Students will be accepted into the program and later notified of scholarship award. Deadline for application each year will be August 31. The successful candidates will be notified by the committee on or before October 15.

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 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.
Scholarships, Grants, and Awards

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

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 County 40 & 8 Voiture 92 Scholarship
Scholarship and financial assistance awards made from the Oneida County 40 & 8 Voiture 92 Scholarship Fund shall be made to a full-time student from Oneida County enrolled in the nursing program at Utica College and who is not a licensed registered nurse. The recipient shall be selected by the Office of Financial Aid and must show academic promise and demonstrate 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.

The Grace and Arthur Perlmutter Scholarship Fund
The fund shall be awarded upon the recommendation of the chair of the English department and in consultation with Mr. Walter M. Perlmutter or his heirs, to a student who is majoring in English and has a strong interest in American literature. The recipient of the fund must be a second, third, or fourth year student, must have demonstrated financial need, and must have and maintain a 3.0 cumulative grade point average.

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

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

Joseph A. (Chubby) Piccola Scholarship
This scholarship was established by Joseph A. (Chubby) Piccola, former director of security at Utica College and sheriff of Oneida County. Awards from this fund shall be made to a student majoring in criminal justice who is currently a law enforcement officer at the state or local level, or to a student majoring in criminal justice who intends to pursue a career in law enforcement at the state or local level. Preference will be given to a student from the Oneida-Herkimer-Madison counties area.
Dr. John F. ’52 and Margaret Altongy Millett Scholarship
Scholarship awards shall be made to a full-time student who has received a C-plus or better average for his/her freshman year, shows academic promise, and has contributed time for the good of the College or the local community.

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 County 40 & 8 Voiture 92 Scholarship
Scholarship and financial assistance awards made from the Oneida County 40 & 8 Voiture 92 Scholarship Fund shall be made to a full-time student from Oneida County enrolled in the nursing program at Utica College and who is not a licensed registered nurse. The recipient shall be selected by the Office of Financial Aid and must show academic promise and demonstrate 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.

The Grace and Arthur Perlmutter Scholarship Fund
Established by Dr. 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 accepted for enrollment at Utica College, pursuing a four-year degree.

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

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

Joseph A. (Chubby) Piccola Scholarship
This scholarship was established by Joseph A. (Chubby) Piccola, former director of security at Utica College and sheriff of Oneida County. Awards from this fund shall be made to a student majoring in criminal justice who is currently a law enforcement officer at the state or local level, or to a student majoring in criminal justice who intends to pursue a career in law enforcement at the state or local level. Preference will be given to a student from the Oneida-Herkimer-Madison counties area.
Stephen Pidchomny Scholarship
This scholarship was established in memory of Stephen Pidchomny by his family and shall be awarded to full-time students who are veterans of the United States Armed Forces.

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

Winifred and Stanley Pula Scholarship Fund
Schoolship and financial assistance awards from the Winifred and Stanley Pula Scholarship Fund shall be made to deserving, full-time or part-time graduate or undergraduate students majoring in history who are residents of Oneida County, New York, and who demonstrate academic achievement and financial need. Students shall be selected by the Office of Financial Aid.

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.

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

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.

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 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.

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

Raymond and Mary (Ghoulam) Seng Scholarship Fund
Scholarship and financial assistance awards made from the Raymond and Mary (Ghoulam) Seng Scholarship Fund shall be made to full-time students majoring in business administration (management programs) who have out-.
Stephen Pidchomny Scholarship
This scholarship was established in memory of Stephen Pidchomny by his family and shall be awarded to full-time students who are veterans of the United States Armed Forces.

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

Winifred and Stanley Pula Scholarship Fund
Scholarship and financial assistance awards from the Winifred and Stanley Pula Scholarship Fund shall be made to deserving, full-time or part-time graduate or undergraduate students majoring in history who are residents of Oneida County, New York, and who demonstrate academic achievement and financial need. Students shall be selected by the Office of Financial Aid.

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 Office of Financial Aid.

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.

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.

Raymond and Mary (Ghoulam) Seng Scholarship Fund
Scholarship and financial assistance awards made from the Raymond and Mary (Ghoulam) Seng Scholarship Fund shall be made to full-time students majoring in business administration (management programs) who have out-
standing character and show academic promise. The dean for the Division of Social Sciences and Management shall select the recipient.

**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.

**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.

**The Reverend Carol M. Simpson Scholarship**

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

**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.

**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**

Established in 1989 by the sons of William Sugarman, this scholarship provides awards 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.

**Kenneth and Catherine Back Sullivan Scholarship**

Scholarship and financial assistance awards made from the Kenneth and Catherine Back Sullivan Scholarship Fund shall be made to deserving full-time students of Irish descent. Each candidate must have a 3.0 average or better and demonstrate those traits that will make him/her an asset both to his/her profes-
Scholarships, Grants, and Awards

standing character and show academic promise. The dean for the Division of Social Sciences and Management shall select the recipient.

**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.

**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.

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

**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.

**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**
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 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.

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

**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.

**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**
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 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.

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

**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.
sion and community. The scholarship is to be awarded in conjunction with the Morris and Catherine Hayes Sullivan Scholarship. Awards from both scholarships shall be made to the same student. Students shall be selected by the Office of Financial Aid.

**Catherine and Morris 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 Ottilia 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.

**Gennaro and Carmella Tierno Memorial Scholarship**

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

**Jacque 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 Academic and Community Scholarship**

Scholarship and financial assistance awards made from the Utica College Academic and Community Scholarship Fund shall be made to deserving full-time students who have chosen to pursue a career in a medical health related field. To qualify, a student must excel academically, show strong community service and leadership, and demonstrate financial need. The Office of Financial Aid shall submit the names and qualifications of three candidates for this award to Anthony Paolozzi, or a designee or successor appointed by him, for selection of the recipient. If a successor or designee is not appointed or chooses not to serve, the Office of Financial Aid shall select the recipient.

**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 fac-
sion and community. The scholarship is to be awarded in conjunction with the Morris and Catherine Hayes Sullivan Scholarship. Awards from both scholarships shall be made to the same student. Students shall be selected by the Office of Financial Aid.

**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 Academic and Community Scholarship**

Scholarship and financial assistance awards made from the Utica College Academic and Community Scholarship Fund shall be made to deserving full-time students who have chosen to pursue a career in a health-related field. To qualify, a student must be 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 shall demonstrate academic merit and financial need.

**Walter Joshua and Ottilia 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.

**Gennaro and Carmella Tierno Memorial Scholarship**

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

University 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 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 Endowment 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.
utley 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 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 Endowment 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.
Scholarships, Grants, and Awards

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

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

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.

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

Fred and Corinne Grates/RSI Achievement Award
As a memorial to his parents, Gary F. Grates ’81 endowed this annual award to the public relations/journalism student whose personal achievements reflect 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/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.

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

Amphar 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.

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

Fred and Corinne Grates/RSI Achievement Award
As a memorial to his parents, Gary F. Grates ’81 endowed this annual award to the public relations/journalism student whose personal achievements reflect 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/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.

*May not be available every year.
David D’Alessandro/RSI Intern Awards
These $750-$2,000 awards are given to the public relations/journalism upper-level students deemed by the public relations/journalism faculty to have demonstrated academic, professional, and extracurricular excellence. The award honors and was established by David D’Alessandro ’72 as a means of assisting public relations/journalism interns in covering their internship expenses.

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.

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

Fred and Corinne Grates/RSI Achievement Award
As a memorial to his parents, Gary F. Grates ’81 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/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.

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

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

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 Award
Established to honor Tony Vella ’51, retired managing editor of the 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.

*May not be available every year.
Dean Robert Woods Student Life Award

Income from the Dean Robert Woods Student Life Award shall be used to fund annual costs associated with the Student Life Award, including but not limited to the cost of preparing the awards and the award ceremony. The award shall be made annually to those members of the graduating class who have made the most outstanding contributions to the quality of life on campus during the time they attended Utica College. These contributions include but are not limited to leadership in student government, athletics, the performing and fine arts, community service, student publications and media, or campus social and cultural activities. The recipients shall be selected in a manner determined by the senior student affairs officer of the College.

Dr. Mark E. Wondro Memorial Award

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

Utica College fully affirms the principle of academic freedom and endorses the American Association of University Professors Statement on the Academic Freedom of Students. The preamble of that statement is quoted below.

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

The regulations published in this catalog and in the student handbook have been established and endorsed by the representative governing body of faculty, staff, and students that 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 Center 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 the catalog of a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major. General education core courses that also fulfill major requirements are exceptions to this limit.
5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. Some majors have more stringent requirements. (See specific majors under the “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 that comprise the major may be used toward fulfilling the requirements of the minor. General education core courses that also fulfill major requirements are exceptions to this limit.
2. The pass/fail option may not be used for courses in the minor.
3. For certification, students must earn at least a 2.0 average in the minor.
4. Students may take more than one minor but also must complete a major.
5. Half of the credits must be completed in residence.

**Dual Majors, Majors and Minors, Combined Degrees**

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

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

**Advising**

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

**Grading System**

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

**Grade Points and Credit Hours**

Grade points are awarded on the basis of 4.0 for each credit hour of A grade, 3.7 for A–, 3.3 for B+, 3.0 for B, 2.7 for B–, 2.3 for C+, 2.0 for C, 1.7 for C–, 1.3 for D+, 1.0 for D, and 0 for F. For most courses at Utica College, students receive
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 the catalog of a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major. General education core courses that also fulfill major requirements are exceptions to this limit.
5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. Some majors have more stringent requirements. (See specific majors under the “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 that comprise the major may be used toward fulfilling the requirements of the minor. General education core courses that also fulfill major requirements are exceptions to this limit.
2. The pass/fail option may not be used for courses in the minor.
3. For certification, students must earn at least a 2.0 average in the minor.
4. Students may take more than one minor but also must complete a major.
5. Half of the credits must be completed in residence.

**DUAL MAJORS, MAJORS AND MINORS, COMBINED DEGREES**

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

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

**ADVISING**

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

**GRADING SYSTEM**

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

**GRADE POINTS AND CREDIT HOURS**

Grade points are awarded on the basis of 4.0 for each credit hour of A grade, 3.7 for A–, 3.3 for B+, 3.0 for B, 2.7 for B–, 2.3 for C+, 2.0 for C, 1.7 for C–, 1.3 for D+, 1.0 for D, and 0 for F. For most courses at Utica College, students receive
three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester’s registration schedule inform students of the number of credit hours granted for each course.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINTS (per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINTS (per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>V</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

**INCOMPLETE**s

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 dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time.

A grade of I will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript so that the change from Incomplete to a grade can be clearly identified. An Incomplete may affect a student’s financial aid. Please contact the Office of Financial Aid for more information.

**PASS/FAIL COURSES**

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

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

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

**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 coursework carried (less the credit hours earned for P grades). A report of grades, which includes semester and cumulative averages, is mailed to students at the end of each semester.

**GRADE CHANGES**

Once a grade has been reported, it may not be changed except to correct a computational or clerical error. All such cases must be reported by the course instructor and require the approval of the appropriate division dean. Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript so that the change from Incomplete to a grade can be clearly identified. An Incomplete may affect a student’s financial aid. Please contact the Office of Financial Aid for more information.

**VARIABLE LENGTH COURSES**

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

**REPEATING A COURSE**

Students may repeat any course for which they receive a grade lower than a C, and they must repeat any required course which they fail. 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 for and retake the same course at
three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester’s registration schedule inform students of the number of credit hours granted for each course.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINTS (per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### INCOMPLETES

A grade of Incomplete may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A Request for Grade of Incomplete Contract must be completed by both the student and the instructor and requires the approval of the appropriate division dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time.

A grade of I will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript so that the change from incomplete to a grade can be clearly identified. An Incomplete may affect a student’s financial aid. Please contact the Office of Financial Aid for more information.

### PASS/FAIL COURSES

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

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

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

### 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 coursework carried (less the credit hours earned for P/F courses). A report of grades, which includes semester and cumulative averages, is mailed to students at the end of each semester.

### GRADE CHANGES

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

If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change. (See “Grievance and Complaint Procedures.”)

### VARIABLE LENGTH COURSES

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

### REPEATING A COURSE

Students may repeat any course for which they receive a grade lower than a C, and they must repeat any required course which they fail. 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 for and retake the same course at
Academic Regulations

Utica College if they wish to remove the calculation of the original grade from their cumulative averages. All subsequent grades will be calculated in the cumulative average. 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 Office of Financial Aid if they have any questions.

Dean’s Honor and High Honor Lists

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

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

Matriculated full-time 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 Office of Financial Aid. A Dean’s Honor List Scholarship to cover those charges will be awarded automatically.

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

Graduation Honors

Students must have an average of 3.4–3.59 to graduate cum laude, 3.6–3.79 for magna cum laude, and 3.8–4.0 for summa cum laude honors, and students must complete at least 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 greater than the Utica College average; records from previous institutions are excluded if the cumulative average is greater than the Utica College average.

Graduation Requirements

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on “Majors and Minors.”) They must have at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student’s Concentration. It does not include courses listed under Major-Related Courses.
2. Students must have a cumulative average of at least 2.0.
3. A student’s last 30 credit hours, granted toward his or her Utica College degree, must have been earned in residency, with matriculated status.
4. Students must 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 percent of the hours required for graduation must be taken in the liberal arts and sciences. For the bachelor of science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.

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 dean for the division in which the student is majoring.
Utica College if they wish to remove the calculation of the original grade from their cumulative averages. All subsequent grades will be calculated in the cumulative average. 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 Office of Financial Aid if they have any questions.

**Dean's Honor and High Honor Lists**

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

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

Matriculated full-time 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 Office of Financial Aid. A Dean's Honor List Scholarship to cover those charges will be awarded automatically.

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

**Graduation Honors**

Students must have an average of 3.4–3.59 to graduate cum laude, 3.6–3.79 for magna cum laude, and 3.8–4.0 for summa cum laude honors, and students must complete at least 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 greater than the Utica College average; records from previous institutions are excluded if the cumulative average is greater than the Utica College average.

**Graduation Requirements**

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on “Majors and Minors.”) They must have at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student’s Concentration. It does not include courses listed under Major-Related Courses.
2. Students must have a cumulative average of at least 2.0.
3. A student’s last 30 credit hours, granted toward his or her Utica College degree, must have been earned in residency, with matriculated status.
4. Students must 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 percent of the hours required for graduation must be taken in the liberal arts and sciences. For the bachelor of science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.

**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 dean for the division in which the student is majoring.
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. The completed forms must be filed with the Office of the Registrar when students register for the course.

**STUDENT CLASSIFICATION**

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

- **Senior**: 87 hours
- **Junior**: 57 hours
- **Sophomore**: 27 hours

**ADVANCED CREDIT EXAMINATIONS**

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

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

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

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

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

*Approvals*: By written petition, seek the approval of the adviser, the faculty member in charge of the course, and the dean of the 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 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 Office of the Registrar when students register for the course.

TUTORIAL STUDY

Courses that are listed in the catalog, but that are not offered regularly, may be taken on a tutorial basis under extraordinary circumstances, and are designated 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 Office of the Registrar.

TOPICS COURSES

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

AUDITING

A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor, without charge. Registration is required.

Part-time or non-matriculated students who wish to audit a course may do so, with the permission of the instructor, provided they register for the course
and pay the tuition charge.

An auditor receives a grade of AU and does not participate in course examinations or other work except at the option of the instructor. A student may change from audit to credit status no later than the second week of classes.

**Eligibility for Activities**

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

Eligibility is required for the following:

- To participate in College-sanctioned theatrical, musical, or other productions, except where such participation is required for academic course credit.
- To hold office (elective or appointive, editorial, or other post) in any organization chartered by the College or using the Utica College name in which participation does not carry academic credit.
- To pledge a sorority or fraternity. A student also needs to be at least a second-semester freshman to pledge.
- To participate in non-athletic intercollegiate competition.

**Athletic Eligibility**

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

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

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

**Make-up Examinations**

If a student is unable to take any scheduled examination, a make-up examination may be given at the discretion of the instructor. Such examinations must be taken during the same semester in which the examination was missed, unless a grade of Incomplete is given for sufficient reason.

**Eligibility for Field Experience in Career Programs**

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

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

**Study at Other Institutions**

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

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

Forms for the purpose of obtaining permission for course work at other institutions are available at the Academic Support Services Center, in the Office of the Registrar, and in the division offices.
and pay the tuition charge.

An auditor receives a grade of AU and does not participate in course examinations or other work except at the option of the instructor. A student may change from audit to credit status no later than the second week of classes.

**Eligibility for Activities**

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

Eligibility is required for the following:

- To participate in College-sanctioned theatrical, musical, or other productions, except where such participation is required for academic course credit.
- To hold office (elective or appointive, editorial, or other post) in any organization chartered by the College or using the Utica College name in which participation does not carry academic credit.
- To pledge a sorority or fraternity. A student also needs to be at least a second-semester freshman to pledge.
- To participate in non-athletic intercollegiate competition.

**Athletic Eligibility**

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

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

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th>End of 1st semester</th>
<th>1.70</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End of 2nd semester</td>
<td>1.85</td>
</tr>
<tr>
<td></td>
<td>End of 3rd semester</td>
<td>1.90</td>
</tr>
<tr>
<td></td>
<td>End of 4th semester and succeeding semesters</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Make-up Examinations**

If a student is unable to take any scheduled examination, a make-up examination may be given at the discretion of the instructor. Such examinations must be taken during the same semester in which the examination was missed, unless a grade of Incomplete is given for sufficient reason.

**Eligibility for Field Experience in Career Programs**

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

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

**Study at Other Institutions**

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

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

Forms for the purpose of obtaining permission for course work at other institutions are available at the Academic Support Services Center, in the Office of the Registrar, and in the division offices.
SCHEDULE CHANGES
Any change in schedule must be cleared through the Office of the Registrar in order to become effective. Failure to do so will result in a grade of F for the course.
- Semester courses may be added or changed during the first week of the semester.
- Semester courses may be dropped without academic penalty no later than two weeks after the official mid-term date of each term.
- The schedule of deadline dates for add, change, and drop of mini-courses and physical education courses is published each semester.
- Courses dropped after the official drop date will receive a grade of WF.
- Schedule changes require the signature of an adviser.

WITHDRAWAL
Students who withdraw from college must notify the Office of the Registrar 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 Office of the Registrar 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.”) 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 7
- Thereafter, no refund will be given.

Room
- 100% refund through end of Week 2

Board
- 100% prior to 1st meal offered
- Pro-rated through end of Week 9

See schedule of classes for dates each semester.
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.

Title IV Refund Policy
This policy is for all students receiving aid who completely withdraw from classes.

The new Title IV refund formula has six basic steps, and is concerned with the amount of Title IV aid a student received and earned. The six steps are:
1. Determine date of withdrawal and percentage of payment period attended by the student.
2. Calculate amount of Title IV aid earned by the student.
3. Compare amount earned and amount disbursed to determine amount unearned.
4. If amount earned is greater than amount disbursed, determine late disbursement.
5. If amount earned is less than amount disbursed, determine amount of Title IV aid that must be returned.
6. Calculate portion of funds to be returned by institution and student.

Further information regarding this policy is available in the Office of Financial Aid.

MIDTERM GRADE REPORT
Reports indicating the level of achievement at midsemester 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 midterm reports as official grades; they are designed to identify those who may benefit from academic counseling. Students who do not receive a midterm grade report should not assume that their performance in any given course is satisfactory, but should check with their instructors if they are in doubt.

TRANSCRIPT OF GRADES
The Office of the Registrar 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 preregistration. 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.
Academic Regulations

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

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

Withdrawal
Students who withdraw from college must notify the Office of the Registrar 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 Office of the Registrar 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.”) The following refund schedule applies to complete withdrawal.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Refund Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% before or on the first day of classes</td>
<td>50% through end of Week 7</td>
</tr>
<tr>
<td>90% through end of Week 2</td>
<td>Thereafter, no refund will be given.</td>
</tr>
<tr>
<td>50% through end of Week 4</td>
<td>25% through end of Week 7</td>
</tr>
</tbody>
</table>

See schedule of classes for dates each semester.

Title IV Refund Policy
This policy is for all students receiving aid who completely withdraw from classes.

The new Title IV refund formula has six basic steps, and is concerned with the amount of Title IV aid a student received and earned. The six steps are:

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

Further information regarding this policy is available in the Office of Financial Aid.

Midterm Grade Report
Reports indicating the level of achievement at midsemester 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 midterm reports as official grades; they are designed to identify those who may benefit from academic counseling. Students who do not receive a midterm grade report should not assume that their performance in any given course is satisfactory, but should check with their instructors if they are in doubt.

Transcript of Grades
The Office of the Registrar 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 preregistration. 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.
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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>For BA or BS Degree</th>
<th>Candidates 123456789 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours carried to completion in current semester (excludes withdrawals)</td>
<td>6 6 9 9 12 12 12 12 12 15</td>
<td></td>
</tr>
<tr>
<td>Cumulative number of hours passed</td>
<td>3 9 21 33 45 60 75 90 105 120</td>
<td></td>
</tr>
</tbody>
</table>

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

READMISSION AFTER ACADEMIC DISMISSAL

Students who are dismissed for academic reasons will not be able to take any courses in either day or evening sessions at Utica College for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester. Utica College is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

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

Students whose application for readmission is approved will retain the credits and grades earned before they were dismissed, and they will be readmitted on probation. They will be expected to make satisfactory progress toward earning their degrees each semester to remain at the College.

SOFTWARE AND INTELLECTUAL RIGHTS

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

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

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, including the Internet. 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 for academic affairs and dean of the faculty 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 for academic affairs and dean of the faculty. The vice president for academic affairs and dean of the faculty 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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours carried to completion in current semester (excludes withdrawals)</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Cumulative number of hours passed</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td>120</td>
</tr>
</tbody>
</table>

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

READMISSION AFTER ACADEMIC DISMISSAL

Students who are dismissed for academic reasons will not be able to take any courses in either day or evening sessions at Utica College for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester. Utica College is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

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

Students whose application for readmission is approved will retain the credits and grades earned before they were dismissed, and they will be readmitted on probation. They will be expected to make satisfactory progress toward earning their degrees each semester to remain at the College.

SOFTWARE AND INTELLECTUAL RIGHTS

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

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

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, including the Internet. 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 for academic affairs and dean of the faculty 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 for academic affairs and dean of the faculty. The vice president for academic affairs and dean of the faculty will refer any repeat offense to the Academic Standards Committee, which may recommend a more severe penalty.
Access to and Release of Student Records/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 Office of the Registrar maintains the student’s official academic record, admissions material, copies of correspondence with the student, and copies of information concerning the student’s academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
   b. The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major, or is on academic probation. These copies are maintained by the director of student development.
   c. The Office of Financial Aid maintains files containing information related to financial aid applications and awards. These files are maintained by the director of financial aid.
   d. The Office of Student Employment maintains files containing information related to a student’s employment in all campus-based work programs. These files are maintained by the director of student employment.
   e. The Office of Opportunity Programs maintains files for students enrolled in those programs which contain academic records, admissions material, and copies of correspondence with the student. These files are maintained by the director of Opportunity Programs.
   f. If a student has registered with Career Services and has assembled a credential file, the office will send copies of this file to prospective employers at their request or the student’s request for a period of 10 years. These files are maintained by the director of career services.
   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 associate dean of students.
   h. The Office of Residence Life 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 Graduate and Continuing Education maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the dean of graduate studies, the director of credit programs, or the director of professional development programs, depending on the program.
   j. The Division of Institutional Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the coordinator of research and records.
   k. The Office of 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 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 Office of the Registrar.

3. No person, other than those enumerated in #2 above may have access to a student’s records without his or her written consent.

4. Records maintained in the Office of the Registrar constitute the official record and are maintained permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three
ACCESS TO AND RELEASE OF STUDENT RECORDS/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 Office of the Registrar maintains the student's official academic record, admissions material, copies of correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
   b. The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major, or is on academic probation. These copies are maintained by the director of student development.
   c. The Office of Financial Aid maintains files containing information related to financial aid applications and awards. These files are maintained by the director of financial aid.
   d. The Office of Student Employment maintains files containing information related to a student's employment in all campus based work programs. These files are maintained by the director of student employment.
   e. The Office of Opportunity Programs maintains files for students enrolled in those programs which contain academic records, admissions material, and copies of correspondence with the student. These files are maintained by the director of Opportunity Programs.
   f. If a student has registered with Career Services and has assembled a credential file, the office will send copies of this file to prospective employers at their and/or the student's request for a period of 10 years. These files are maintained by the director of career services.
   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 associate dean of students.
   h. The Office of Residence Life 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 Graduate and Continuing Education maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the dean of graduate studies, the director of credit programs, or the director of professional development programs, depending on the program.
   j. The Division of Institutional Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the coordinator of research and records.
   k. The Office of 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 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 Office of the Registrar.

3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.

4. Records maintained in the Office of the Registrar constitute the official record and are maintained permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three
5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of $1 for the first page requested and 10 cents for each additional page, with the exception of transcripts which will be made available at a charge of $5 per copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.

7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home 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, registration status (full vs. part time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially-recognized activities and sports. Students who do not wish to have any or all of this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by College officials.

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 Center 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 for academic affairs and dean of the faculty. Appeals of actions taken by the vice president for academic affairs and dean of the faculty should be submitted in writing to the president of the College.

If a person feels he or she should be absolved from adhering to a particular administrative regulation or procedure, or that an administrative regulation has been unfairly applied, or that he or she has been treated unfairly on an administrative matter, he or she should discuss the problem with the vice president for student affairs and dean 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.
5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of $1 for the first page requested and 10 cents for each additional page, with the exception of transcripts which will be made available at a charge of $5 per copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.

7. The Act permits the College to release directory information. Directory information will include the following categories: the student’s name, home 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, registration status (full vs. part time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially-recognized activities and sports. Students who do not wish to have any or all of this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by College officials.

### 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 Center 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 for academic affairs and dean of the faculty. Appeals of actions taken by the vice president for academic affairs and dean of the faculty should be submitted in writing to the president of the College.

If a person feels he or she should be absolved from adhering to a particular administrative regulation or procedure, or that an administrative regulation has been unfairly applied, or that he or she has been treated unfairly on an administrative matter, he or she should discuss the problem with the vice president for student affairs and dean 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.

### 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.
PROGRAMS OF STUDY*

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

See “Preparation for Graduate and Professional Schools” for Certified Public Accountant, Law, Teaching, Medicine, Dentistry, Veterinary Medicine, Pharmacy, Optometry, Osteopathic Medicine, Podiatry, and Chiropractic.

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

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

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

**HEGIS Code
**Programs of Study**

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Page #</th>
<th>Program</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting – CPA (B.S.) 0502**</td>
<td>142</td>
<td>Construction Management (B.S.) 0599</td>
<td>155</td>
</tr>
<tr>
<td>Accounting – Private (B.S.) 0502</td>
<td>143</td>
<td>Corrections (see Criminal Justice)</td>
<td>155</td>
</tr>
<tr>
<td>Anthropology (Minor only)</td>
<td>144</td>
<td>Criminal Justice (B.S.) 2105</td>
<td>157</td>
</tr>
<tr>
<td>Biology (B.S.) 0401</td>
<td>145</td>
<td>Criminal Justice-Economic Crime Investigation (B.S.) 2105</td>
<td>158</td>
</tr>
<tr>
<td>Business Administration (see Management)</td>
<td></td>
<td>Concentrations in:</td>
<td></td>
</tr>
<tr>
<td>Business Economics (B.S.) 0517</td>
<td>147</td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Chemistry (B.S. or Minor) 1905</td>
<td>148</td>
<td>Concentrations in:</td>
<td></td>
</tr>
<tr>
<td>Child Life (see Psychology-Child Life)</td>
<td></td>
<td>Child Life (see Psychology-Child Life)</td>
<td></td>
</tr>
<tr>
<td>Communication (see Communication Arts, Journalism Studies, or Public Relations)</td>
<td></td>
<td>Communication (see Communication Arts, Journalism Studies, or Public Relations)</td>
<td></td>
</tr>
<tr>
<td>Communication Arts (B.A. or Minor) 1506</td>
<td>151</td>
<td>Concentrations in:</td>
<td></td>
</tr>
<tr>
<td>Computer Science (B.S. or Minor) 0701</td>
<td>153</td>
<td>Computer Security</td>
<td></td>
</tr>
<tr>
<td>Concentrations in:</td>
<td></td>
<td>Concentrations in:</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Computer Security</td>
<td></td>
<td>Computer Security</td>
<td></td>
</tr>
<tr>
<td>Scientific</td>
<td></td>
<td>Scientific</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Utica College offers degrees in the following graduate programs:

Economic Crime Management

The M.S. in economic crime management, the only degree of its type in the world, prepares students for executive positions requiring an understanding of the nature of economic crime and the ability to develop systems to combat economic crime. The program utilizes a flexible distance learning format, brief on-campus residencies, and self-paced study at home. This schedule allows students wishing to lead organizations operating in a global environment to acquire the requisite knowledge, skills, and vision with minimal impact on their full-time positions. For more information about this program, contact Professor George Curtis, program director, at (315) 792-3143.

Teacher Education

Four graduate level programs of study are available for students interested in pursuing master’s degrees in education. The M.S. in childhood education is designed for students who seek certification to teach children in grades 1-6. The M.S. in adolescence education is designed for candidates seeking certification to teach biology, chemistry, English, math, physics, or social studies to students in grades 7-12. The M.S. in adolescence education apprenticeship teacher certification program is a specialized option for students in the high-need teaching areas of foreign language, math, science, and technology education. Students in this program must complete an intensive 200-hour course of study during the summer. They then finish their education course sequence while engaged in mentored teaching as full-time employees of a local school district. The M.S.Ed. in leadership and instruction for inclusive classrooms provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms. The M.S.Ed. degree program provides a course of study that is appropriate for students seeking permanent or professional teacher certification at any grade level.

All of the teacher education programs at Utica College have been approved by and are registered with the New York State Education Department. For more information about these programs, contact Catherine Cominsky, director of graduate admissions, at (315) 792-3001.

Physical Therapy

The program in physical therapy offers an entry-level graduate program leading to a master of science in physical therapy. The program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong liberal studies education and affords students the opportunity to integrate foundational knowledge with professional education. The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Designed in a problem-based learning format, the curriculum places particular emphasis on self-directed, student-centered learning. Problem-based learning is an interactive educational model that uses small group discussion of clinically relevant problems (case studies) to provide the context for learning. Through carefully designed problems, this process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base. The expected outcome is an entry-level practitioner able to meet current and future needs of the profession and healthcare system. For more information about this program, contact Dr. Dale Scalise-Smith, program director, at (315) 792-3376.

Occupational Therapy

The occupational therapy master’s program is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts with professional education at the graduate level. This program involves earning a bachelor of science degree in health studies that leads into the master of science in occupational therapy. Candidates may enter at the freshman level or as transfer students. The program will be offered in both day and weekend formats. At the end of the junior year, students who meet the criteria for continuance will progress to the professional phase of the program and engage in graduate study in occupational therapy. Students who do not have a degree in health studies, but who have completed all of the prerequisite courses and meet the continuance criteria, are also eligible for admission into the professional phase of the program as space is available.

Using a case-based approach to learning, the curriculum is designed to facilitate the development of occupational therapy practitioners who are responsible, self-directed, life-long learners, and the leaders of the future. The occupational therapy faculty members recognize the reciprocal nature of education and use collaborative teaching methods. Students will be provided individualized and relevant learning opportunities and experiences to foster their development as liberally educated, ethical professionals who are capable of assuming leadership roles in a diverse, changing community. For more information about this program, contact Paula D. Carey, program director, at (315) 792-3148.

For more information about graduate study at Utica College, contact the Office of Graduate Studies at (315) 792-3001 or gradstudies@utica.edu.
Utica College offers degrees in the following graduate programs:

Economic Crime Management

The M.S. in economic crime management, the only degree of its type in the world, prepares students for executive positions requiring an understanding of the nature of economic crime and the ability to develop systems to combat economic crime. The program utilizes a flexible distance learning format, brief on-campus residencies, and self-paced study at home. This schedule allows students wishing to lead organizations operating in a global environment to acquire the requisite knowledge, skills, and vision with minimal impact on their full-time positions. For more information about this program, contact Professor George Curtis, program director, at (315) 792-3143.

Teacher Education

Four graduate-level programs of study are available for students interested in pursuing master’s degrees in education. The M.S. in childhood education is designed for students who seek certification to teach children in grades 1-6. The M.S. in adolescence education is designed for candidates seeking certification to teach biology, chemistry, English, math, physics, or social studies to students in grades 7-12. The M.S. in adolescence education apprenticeship teacher certification program is a specialized option for students in the high-need teaching areas of foreign language, math, science, and technology education. Students in this program must complete an intensive 200-hour course of study during the summer. They then finish their education course sequence while engaged in mentored teaching as full-time employees of a local school district. The M.S.Ed. in leadership and instruction for inclusive classrooms provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms. The M.S.Ed. degree program provides a course of study that is appropriate for students seeking permanent or professional teacher certification at any grade level.

All of the teacher education programs at Utica College have been approved by and are registered with the New York State Education Department. For more information about these programs, contact Catherine Cominsky, director of graduate admissions, at (315) 792-3001.

Physical Therapy

The program in physical therapy offers an entry-level graduate program leading to a master of science in physical therapy. The program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong liberal studies education and affords students the opportunity to integrate foundational knowledge with professional education. The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Designed in a problem-based learning format, the curriculum places particular emphasis on self-directed, student-centered learning. Problem-based learning is an interactive educational model that uses small group discussion of clinically relevant problems (case studies) to provide the context for learning. Through carefully designed problems, this process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base. The expected outcome is an entry-level practitioner able to meet current and future needs of the profession and health care system. For more information about this program, contact Dr. Dale Scalise-Smith, program director, at (315) 792-3376.

Occupational Therapy

The occupational therapy master’s program is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts with professional education at the graduate level. This program involves earning a bachelor of science degree in health studies that leads into the master of science in occupational therapy. Candidates may enter at the freshman level or as transfer students. The program will be offered in both day and weekend formats. At the end of the junior year, students who meet the criteria for continuance will progress to the professional phase of the program and engage in graduate study in occupational therapy. Students who do not have a degree in health studies, but who have completed all of the prerequisite courses and meet the continuance criteria, are also eligible for admission into the professional phase of the program as space is available.

Using a case-based approach to learning, the curriculum is designed to facilitate the development of occupational therapy practitioners who are responsible, self-directed, life long learners, and the leaders of the future. The occupational therapy faculty members recognize the reciprocal nature of education and use collaborative teaching methods. Students will be provided individualized and relevant learning opportunities and experiences to foster their development as liberally educated, ethical professionals who are capable of assuming leadership roles in a diverse, changing community. For more information about this program, contact Paula D. Carey, program director, at (315) 792-3148.

For more information about graduate study at Utica College, contact the Office of Graduate Studies at (315) 792-3001 or gradstudies@utica.edu.
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 ALSO PAGE 16)

Credit Year
Core .......................................................... 34–55

Major Course Requirements

Accounting 201  Financial Accounting, ................. 3 2
Accounting 202  Managerial Accounting, .............. 3 2
Accounting 203  Cost Management, ..................... 3 3
Accounting 301, 302  Intermediate Accounting I, II .... 8 3
Accounting 304  Income Tax Accounting, .......... 3 3,4
Accounting 401  Auditing, .................................. 3 3,4
Accounting 402  Auditing Case Study ................. 1 3,4
Accounting 403  Accounting for Multinational Business .... 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

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

Finance 351  Financial Management, ................. 3 3
Marketing 211  Principles and Problems, ............ 3 3
Management 272  Operations Management ........ 3 2,3

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
Economics 241  Statistics, ................................ 3 2
Mathematics 143 & 144  Mathematical Analysis for Business 
                        and Economics I & II

or

Mathematics 201  Calculus I, ............................ 3 or 6 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 (excluding Economics 241, Physical Education, and professional courses in the Health Studies Division) of the 128 required must be in the liberal arts and sciences.

* Transfer students must complete at least 12 hours of accounting at Utica College.

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 that 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 ALSO PAGE 16)

Credit Year
Core .......................................................... 34–55
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 ALSO PAGE 16)**

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

**Major Course Requirements**

| Accounting 201 | Financial Accounting | 3 | 2 |
| Accounting 202 | Managerial Accounting | 3 | 2 |
| Accounting 203 | Cost Management | 3 | 3 |
| Accounting 301, 302 | Intermediate Accounting I, II | 8 | 3 |
| Accounting 304 | Income Tax Accounting | 3 | 3,4 |
| Accounting 401 | Auditing | 3 | 3,4 |
| Accounting 402 | Auditing Case Study | 1 | 3,4 |
| Accounting 403 | Accounting for Multinational Business | 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 | | |
| 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

Finance 351 | Financial Management | 3 | 3 |
Marketing 211 | Principles and Problems | 3 | 3 |
Management 272 | Operations Management | 3 | 2,3 |

<table>
<thead>
<tr>
<th>Major-Related Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Some of the following may be used to satisfy core requirements.)</td>
</tr>
<tr>
<td>Management 222</td>
</tr>
<tr>
<td>Computer Science 117</td>
</tr>
<tr>
<td>Computer Science 217</td>
</tr>
<tr>
<td>Economics 141</td>
</tr>
<tr>
<td>Economics 241</td>
</tr>
<tr>
<td>Mathematics 143 &amp; 144</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Electives**

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours (excluding Economics 241, Physical Education, and professional courses in the Health Studies Division) of the 128 required must be in the liberal arts and sciences.

* Transfer students must complete at least 12 hours of accounting at Utica College.

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 that 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 ALSO PAGE 16)**

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

**Major Course Requirements**

| Accounting 201 | Financial Accounting | 3 | 2 |
| Accounting 202 | Managerial Accounting | 3 | 2 |
| Accounting 203 | Cost Management | 3 | 3 |
| Accounting 301, 302 | Intermediate Accounting I, II | 8 | 3 |
| Accounting 304 | Income Tax Accounting | 3 | 3,4 |
| Accounting 401 | Auditing | 3 | 3,4 |
| Accounting 402 | Auditing Case Study | 1 | 3,4 |
| Accounting 403 | Accounting for Multinational Business | 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 | | |
| 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 | | |
Major Course Requirements

Accounting 201  Financial Accounting ................................. 3 2
Accounting 202  Managerial Accounting .............................. 3 2
Accounting 203  Cost Management ..................................... 3 3
Accounting 301, 302  Intermediate Accounting I, II ............. 8 3
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
Finance 351  Financial Management .................................... 3 3,4
Marketing 211  Principles and Problems .............................. 3 3
Management 272  Operations Management
Management 125  Principles of Management ........................ 3 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  Application Software ........................ 3 1,2
Economics electives 300- or 400-level ................................ 6 3,4
Mathematics 143 & 144  Mathematical Analysis for Business
                        and Economics I & II
Mathematics 201  Calculus I ............................................... 3 or 6 1,2
                        21 or 24

Electives

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

* Transfer students must complete at least 9 hours of accounting at Utica College.

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.

Required Courses

Anthropology 205  Human Beings in Evolutionary Perspective .............................. 3

Linguistics Elective

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

Biology Elective

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

Anthropology Electives

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

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: Medical (dentistry, medicine, optometry, pharmacy, podiatry, public health, chiropractic, veterinary medicine, physician's assistant, audiologist/speech therapist); Teaching and Research (college, secondary, elementary, drug counselling, lab technology, research technology); Environmental (forestry, wildlife management, park management, range management, pollution measurement and control); and 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. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 128
**Programs of Study**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Accounting 202</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>Accounting 203</td>
<td>Cost Management</td>
</tr>
<tr>
<td>Accounting 301, 302</td>
<td>Intermediate Accounting I, II</td>
</tr>
<tr>
<td>Accounting elective</td>
<td>6 3</td>
</tr>
<tr>
<td>Business Law 226</td>
<td>Law of Contracts and Sales</td>
</tr>
<tr>
<td>Business Law 227</td>
<td>Law of Business Organization and Negotiable Instruments</td>
</tr>
<tr>
<td>Economics 131</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>Finance 251</td>
<td>Corporation Finance</td>
</tr>
<tr>
<td>Finance 343</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>Finance 351</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Marketing 211</td>
<td>Principles and Problems</td>
</tr>
<tr>
<td>Management 272 or</td>
<td>Operations Management</td>
</tr>
<tr>
<td>Management 125</td>
<td>Principles of Management</td>
</tr>
</tbody>
</table>

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
</tr>
<tr>
<td>Management 222</td>
<td>Communications in Business</td>
</tr>
<tr>
<td>Computer Science 117</td>
<td>Microcomputers and Application Software</td>
</tr>
<tr>
<td>Economics electives</td>
<td>300- or 400-level</td>
</tr>
<tr>
<td>Mathematics 143 &amp; 144</td>
<td>Mathematical Analysis for Business and Economics I &amp; II</td>
</tr>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
</tr>
</tbody>
</table>

**Electives**

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

**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.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 205</td>
<td>Human Beings in Evolutionary Perspective</td>
</tr>
</tbody>
</table>

**Linguistics Elective**

One of the following courses:

- English 313 American Social Dialects
- English 318 Introduction to Linguistics
- Anthropology 351 Language and Culture

**Biology Elective**

One of the following courses:

- Biology 111 Human Ecology
- Biology 113 Human Genetics

**Anthropology Electives**

Nine credits in Anthropology at the 200-, 300-, or 400-level | 9 |

**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: Medical (dentistry, medicine, optometry, pharmacy, podiatry, public health, chiropractic, veterinary medicine, physician’s assistant, audiologist/speech therapist); Teaching and Research (college, secondary, elementary, drug counselling, lab technology, research technology); Environmetal (forestry, wildlife management, park management, range management, pollution measurement and control); and 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. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 128

*Transfer students must complete at least 9 hours of accounting at Utica College.*
## Programs of Study

### Academic Requirements (see also page 16)

#### Credit Year Hours Taken

| Core | 34–55 |

### Major Course Requirements

The following courses plus their laboratories:

**A. Biology 211 and 211L and 212 and 212L**
- General Biology I & II ................. 8 1

**B. One course from each of the following three categories:**

1. **Structure/function**
   - Biology 322 Developmental Biology ................. 4
   - Biology 324 Animal Physiology ................. 4

2. **Organismal/population biology**
   - Biology 323 Principles of Ecology ................. 4
   - Biology 329 Evolution ................. 3

3. **Cellular/molecular biology**
   - Biology 321 Genetics
   - Biology 327 Cell Biology

**C. Organismal Biology 325 Botany ................. 4 3,4**

and

**D. Biology 450 Senior Research in Biology ................. 1-3 4**

**E. Biology Electives**
- Any 300- or 400-level courses ................. 11–12 2,3,4

### Major-Related Course Requirements

**Chemistry 211, 212**
- General Chemistry I, II ................. 8 1

**Physics 151, 152**
- General Physics I and II ................. 8 2

**Mathematics 112**
- Basic Statistics

**Psychology/Sociology 211**
- Statistics in the Behavioral Sciences

**Mathematics 201**
- Calculus I ................. 3 1,2,3

**Computer Science 101, 117, 118, or any 200-level course or above†**
- 3 1,2,3

### 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.

---

### 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 331 and 332), 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).

*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 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.

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

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

Total credit hours required for degree: 120

### Academic Requirements (see also page 16)

#### Credit Year Hours Taken

| Core | 34–55 |
**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 331 and 332), 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).

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

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

Total credit hours required for degree: 120

---

**Academic Requirements (see also page 16)**

**Core**

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

**Major Course Requirements**

The following courses plus their laboratories:

A. Biology 211 and 211L and 212 and 212L; General Biology I & II; 8 1
B. One course from each of the following three categories: 11-12 2,3
   1. Structure/function
      - Biology 322 Developmental Biology 4
      - Biology 324 Animal Physiology 4
   2. Organismal/population biology
      - Biology 323 Principles of Ecology 4
      - Biology 329 Evolution 3
   3. Cellular/molecular biology
      - Biology 321 Genetics
      - Biology 327 Cell Biology

C. Organismal Biology 325 Botany; 4 3,4

D. Biology 450 Senior Research in Biology; 1-3 4
   or Biology 495 Senior Seminar; 3
E. Biology Electives Any 300- or 400-level courses; 11-12 2,3,4

**Major-Related Course Requirements**

Chemistry 211, 212; General Chemistry I, II; 8 1
Physics 151, 152; General Physics I and II; 8 2
Mathematics 112; Basic Statistics
or Psychology/Sociology 211; Statistics in the Behavioral Sciences
or Mathematics 201; Calculus I; 3 1,2,3
Computer Science 101, 117, 118, or any 200-level course or above†; 3 1,2,3

**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.

---

**Academic Requirements (see also page 16)**

**Core**

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>34-55</td>
<td></td>
</tr>
</tbody>
</table>
Programs of Study

Major Course Requirements
Accounting 201 Financial Accounting .................. 3 2
Accounting 202 Managerial Accounting .................. 3 2
Business Law 226 The Law of Contracts and Sales ........ 3 2
Finance 251 Corporation Finance ......................... 3 2
Finance 343 Money and Banking
or
Economics 341 Intermediate Macroeconomic Theory . 3 2
Marketing 211 Principles and Problems .................. 3 2
Management electives ......................................... 9 3,4

Total: 34–55

Major-Related Course Requirements
(Accounting 201 Financial Accounting .................. 3 2
Accounting 202 Managerial Accounting .................. 3 2
Business Law 226 The Law of Contracts and Sales ........ 3 2
Finance 251 Corporation Finance ......................... 3 2
Finance 343 Money and Banking

Economics 341 Intermediate Macroeconomic Theory . 3 2
Economics 347 Financial Management ..................... 3 2
Economics 347 Financial Management ..................... 3 2
Marketing 211 Principles and Problems .................. 3 2
Management electives ......................................... 9 3,4

Total: 27

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)

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

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

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

The Environmental Concentration is intended for students with an interest in understanding the effects of human activity on atmospheric, aquatic, and terrestrial environments within a chemical context. By seeking solutions for such chemically based environmental problems as water pollution, acid rain, and hazardous wastes, environmental chemists help ensure a healthy environment for all living things.

The Professional Concentration is, like the Biochemistry Concentration, a recommended course of study from the American Chemical Society. It is especially suited for students who want to pursue graduate work in chemistry, or careers in the chemical or pharmaceutical industries.

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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements
Chemistry 211, 212 General Chemistry I, II .............. 8 1
Chemistry 331, 332 Organic Chemistry I, II ............. 8 2
Chemistry 323 Analytical Chemistry ..................... 5 3,4
Chemistry 345 Physical Chemistry I:
Thermodynamics & Kinetics .................. 3 3,4
Chemistry 400 Topics in Chemistry .................... 2 3,4

Total: 26

Major-Related Course Requirements
Computer Science 117 Microcomputers and Applications Software 3 1,2
Mathematics 201 Calculus I ............................... 3 1,2
Physics 151, 152 General Physics I, II
or
Physics 261, 262 Physics I, II' ......................... 8 2,3

Total: 14
Programs of Study

Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Business Law 226</td>
<td>The Law of Contracts and Sales</td>
<td>3</td>
</tr>
<tr>
<td>Finance 251</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>Finance 343</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Economics 341</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 211</td>
<td>Principles and Problems</td>
<td>3</td>
</tr>
<tr>
<td>Management electives</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Major-Related Course Requirements

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 131</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 332</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 475</td>
<td>Research Methods in Economics</td>
<td>3</td>
</tr>
<tr>
<td>Economics electives</td>
<td>300-400-level</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>Mathematics 143 and 144</td>
<td>Mathematical Analysis for Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Electives

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

Major in Chemistry

Arts and Sciences Division (Bachelor of Science Degree)

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

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

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

The Environmental Concentration is intended for students with an interest in understanding the effects of human activity on atmospheric, aquatic, and terrestrial environments within a chemical context. By seeking solutions for such chemically based environmental problems as water pollution, acid rain, and hazardous wastes, environmental chemists help ensure a healthy environment for all living things.

The Professional Concentration is, like the Biochemistry Concentration, a recommended course of study from the American Chemical Society. It is especially suited for students who want to pursue graduate work in chemistry, or careers in the chemical or pharmaceutical industries.

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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

Credit Year Taken

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 211, 212</td>
<td>General Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry 331, 332</td>
<td>Organic Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry 323</td>
<td>Analytical Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 345</td>
<td>Physical Chemistry I:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Thermodynamics &amp; Kinetics</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 400</td>
<td>Topics in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

Major-Related Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 117</td>
<td>Microcomputers and Applications Software</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 151, 152</td>
<td>General Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Physics 261, 262</td>
<td>Physics I, II</td>
<td>3</td>
</tr>
</tbody>
</table>

27 or 30
Concentration  

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

**GENERAL CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 423</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 473</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>6</td>
</tr>
<tr>
<td>Biology 211, 212</td>
<td>8</td>
</tr>
<tr>
<td>Geology 125, 126</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>3</td>
</tr>
</tbody>
</table>

**BIOCHEMISTRY CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 363</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 363L</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 433</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>3</td>
</tr>
<tr>
<td>Biology 211, 212</td>
<td>8</td>
</tr>
<tr>
<td>Biology 321</td>
<td>4</td>
</tr>
<tr>
<td>Biology 327</td>
<td>4</td>
</tr>
<tr>
<td>Biology 453</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>3</td>
</tr>
</tbody>
</table>

**ENVIRONMENTAL CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 405</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 423</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>3</td>
</tr>
<tr>
<td>Biology 211, 212</td>
<td>8</td>
</tr>
<tr>
<td>Biology 323</td>
<td>4</td>
</tr>
<tr>
<td>Geology 125</td>
<td>4</td>
</tr>
<tr>
<td>Geology 126</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>3</td>
</tr>
</tbody>
</table>

**PROFESSIONAL CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 346</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 346L</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 363</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 363L</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 423</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 473</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry Electives</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

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

---

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

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

Students choosing the Professional Concentration must take Physics 261, 262.

---

**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

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

---

**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.
Electives

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

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

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

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

Minor in Chemistry

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 221</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>Chemistry 222</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>Chemistry 331, 332</td>
<td>Organic Chemistry I, II</td>
</tr>
<tr>
<td>Chemistry electives</td>
<td>300- or 400-level</td>
</tr>
</tbody>
</table>

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.
Those students who are interested in pursuing graduate work may complement their major area of study with an understanding of human interaction from a communication perspective. Total credit hours required for minor: 18

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

### 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.

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

Total credit hours required for degree: 128
Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

<table>
<thead>
<tr>
<th>Core</th>
<th>34–55</th>
</tr>
</thead>
</table>

**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 Interests | 3 |

or

| Journalism 181 | Introduction to Mass Communication | 3 |
| Communication Arts 341 | Organizational Communication | 3 |
| Communication Arts 403 | Argumentation | 3 |
| Communication Arts 411 | Communication Theory | 3 |

or

| Communication Arts 461 | Rhetorical Theory and Criticism | 3 |
| Communication Arts 481 | Senior Seminar | 3 |

**Major Electives**

The student must select five 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.

**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

| Communication Arts 101 | Interpersonal Communication | 3 |
| Communication Arts 103 | Introduction to Public Speaking | 3 |

One of the following courses:

| Communication Arts 303 | Public Speaking II | 3 |
| Communication Arts 403 | Argumentation | 3 |

One of the following courses:

| Communication Arts 341 | Organizational Communication | 3 |
| Communication Arts 411 | Communication Theory | 3 |

Two electives: two additional Communication Arts courses at the 300-400 level

| 3 |

**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.

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

Total credit hours required for degree: 128
### ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

#### Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>Elements of Programming I</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>Elements of Programming II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 301</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 303</td>
<td>Computer Organization and Programming</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 316</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 322</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 325</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 343</td>
<td>Database Systems</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 421</td>
<td>Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 425</td>
<td>Operating System Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 433</td>
<td>Software Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science 433L</td>
<td>Software Engineering Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>Elements of Programming I</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>Elements of Programming II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Discrete Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 301</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 303</td>
<td>Computer Organization and Programming</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 316</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 322</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 325</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 343</td>
<td>Database Systems</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 421</td>
<td>Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 425</td>
<td>Operating System Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 433</td>
<td>Software Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science 433L</td>
<td>Software Engineering Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Concentration

Students must choose one of three concentrations:

**SCIENTIFIC CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 301</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 321</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 331</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Physics 261</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Physics 262</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**BUSINESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Finance 251</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>Management 125</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**COMPUTER SECURITY CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>Information Security</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law &amp; Investigations</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 435</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 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 introduce students in other majors to the discipline of computer science. Appropriate choices of upper level electives can be made that reflect their interest within the discipline.

Total credit hours required for minor: 18

### ACADEMIC REQUIREMENTS

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

#### Major-Related Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration

Students must choose one of three concentrations:

**SCIENTIFIC CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 301</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 321</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 331</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Physics 261</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Physics 262</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**BUSINESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Finance 251</td>
<td>Corporation Finance</td>
<td>3</td>
</tr>
<tr>
<td>Management 125</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**COMPUTER SECURITY CONCENTRATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>Information Security</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law &amp; Investigations</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 435</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Major in Construction Management

**Social Sciences and Management Division (Bachelor of Science Degree)**

Program discontinued. No new students admitted after Fall 1999.

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 students 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
ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

Credit | Year | Hours | Taken
--- | --- | --- | ---
34–55

Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>Elements of Programming I</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>Elements of Programming II</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>Discrete Mathematics I</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Computer Science 301</td>
<td>Discrete Mathematics II</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Computer Science 303</td>
<td>Computer Organization and Programming</td>
<td>4</td>
<td>2,3</td>
</tr>
<tr>
<td>Computer Science 316</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 322</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 325</td>
<td>Programming Languages</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 343</td>
<td>Database Systems</td>
<td>4</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 421</td>
<td>Introduction to Networks</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 425</td>
<td>Operating System Concepts</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 433</td>
<td>Software Engineering</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science 433L</td>
<td>Software Engineering Lab</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

38

Major-Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201</td>
<td>Calculus I</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Mathematics 202</td>
<td>Calculus II</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Philosophy 108</td>
<td>Professional Ethics</td>
<td>3</td>
<td>2,3</td>
</tr>
</tbody>
</table>

9

Concentration

Students must choose one of three concentrations:

**SCIENTIFIC CONCENTRATION**

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

17

**BUSINESS CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Finance 251</td>
<td>Corporation Finance</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Management 125</td>
<td>Principles of Management</td>
<td>3</td>
<td>2,3</td>
</tr>
</tbody>
</table>

15

**COMPUTER SECURITY CONCENTRATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 112</td>
<td>Basic Statistics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>or</td>
<td>Economics 241</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>Information Security</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>Cybercrime Law &amp; Investigations</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Criminal Justice 435</td>
<td>Computer Forensics</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Computer Science 432</td>
<td>Computer and Network Security</td>
<td>4</td>
<td>3,4</td>
</tr>
</tbody>
</table>

16

Electives

The student must compete 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 introduce students in other majors to the discipline of computer science. Appropriate choices of upper level electives can be made that reflect their interest within the discipline.

Total credit hours required for minor: 18

ACADEMIC REQUIREMENTS

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

18

Major in Construction Management

Social Sciences and Management Division (Bachelor of Science Degree)

Program discontinued. No new students admitted after Fall 1999.

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 students 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
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 ALSO PAGE 16)
ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Mgt 133</td>
<td>Intro. to Building Construction</td>
</tr>
<tr>
<td>Construction Mgt 134</td>
<td>Construction Graphics</td>
</tr>
<tr>
<td>Construction Mgt 135</td>
<td>Materials and Methods of Building Construction</td>
</tr>
<tr>
<td>Construction Mgt 233</td>
<td>Surveying</td>
</tr>
<tr>
<td>Construction Mgt 234</td>
<td>Contract Documents</td>
</tr>
<tr>
<td>Construction Mgt 334</td>
<td>Estimating I</td>
</tr>
<tr>
<td>Construction Mgt 335</td>
<td>Estimating II</td>
</tr>
<tr>
<td>Construction Mgt 336</td>
<td>Mechanical and Electrical Equipment</td>
</tr>
<tr>
<td>Construction Mgt 337</td>
<td>Statics and Strength of Materials</td>
</tr>
<tr>
<td>Construction Mgt 338</td>
<td>Structural Applications</td>
</tr>
<tr>
<td>Construction Mgt 345</td>
<td>Construction Equipment</td>
</tr>
<tr>
<td>Construction Mgt 432</td>
<td>Soils and Foundations</td>
</tr>
<tr>
<td>Construction Mgt 434</td>
<td>Project Management</td>
</tr>
<tr>
<td>Construction Mgt 435</td>
<td>Structural Concrete</td>
</tr>
<tr>
<td>Construction Mgt 436</td>
<td>Temporary Structures</td>
</tr>
<tr>
<td>Construction Mgt 437</td>
<td>Planning and Scheduling</td>
</tr>
<tr>
<td>Construction Mgt 438</td>
<td>Safety and Quality Management</td>
</tr>
</tbody>
</table>

Major-Related Course Requirements

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

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credit Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 141</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>Geology 125</td>
<td>General Geology</td>
</tr>
<tr>
<td>Physics 151</td>
<td>General Physics I: Mechanics, Heat, and Waves</td>
</tr>
<tr>
<td>Accounting 201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Business Law 226</td>
<td>Law of Contracts and Sales</td>
</tr>
<tr>
<td>Real Estate 323</td>
<td>Fundamentals of Real Estate</td>
</tr>
<tr>
<td>Real Estate 325</td>
<td>Special Topics in Real Estate: New York Real Estate Salesperson's Course</td>
</tr>
<tr>
<td>Management 271</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>Management 375</td>
<td>Collective Bargaining</td>
</tr>
<tr>
<td>Mathematics 104</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>Mathematics 131</td>
<td>Plane Trigonometry</td>
</tr>
</tbody>
</table>

Major Electives

Choose four or more of the following:

Criminal Justice 300 | Special Topics | 2,3,4 |
Criminal Justice 312 | American Policing | 2,3 |
Criminal Justice 314 | Modern Techniques in Crime Investigation | 2,3 |
Programs of Study

N

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 ALSO PAGE 16)

Core

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12+</td>
</tr>
</tbody>
</table>

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.

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

FINANCIAL INVESTIGATION

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>
**Programs of Study**

**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 ALSO PAGE 16)**

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

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice 103</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Sociology 274</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Government and Politics 341</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Criminal Justice 333</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Criminal Justice 334</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Criminal Justice 335</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Criminal Justice 343</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Criminal Justice 461</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice 470</td>
<td>6–15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Psychology 372</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Sociology 151</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Sociology 252</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Mathematics 112</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or Psychology/Sociology 211</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major-Related Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 322</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Psychology 331</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 361</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

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

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

**FINANCIAL INVESTIGATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Accounting 202</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Finance 251</td>
<td>3</td>
<td>2,3</td>
</tr>
</tbody>
</table>
Accounting 301  Intermediate Accounting I ............. 4 2,3,4  
Accounting 302  Intermediate Accounting II ............. 4 2,3,4  
Accounting 406  Forensic Accounting and Fraud Auditing 3 3,4  

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 63 credit hours of the 126 required must be in the liberal arts and sciences.

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

Dentistry

(See "Preparation for Graduate and Professional Schools" and "Joint Health Professions Programs.")

Major in Economics

Social Sciences and Management Division  (Bachelor of Arts Degree)

Economics is the science that studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one's understanding of economic and political problems in the national and world economy. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

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

<table>
<thead>
<tr>
<th>Credit Year Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 131 Principles of Microeconomics ........ 3 1</td>
</tr>
<tr>
<td>Economics 141 Principles of Macroeconomics ........ 3 1</td>
</tr>
<tr>
<td>Economics 241 Statistics ................. 3 2</td>
</tr>
<tr>
<td>Economics 331 Intermediate Microeconomic Theory . 3 3,4</td>
</tr>
<tr>
<td>Economics 341 Intermediate Macroeconomic Theory . 3 3,4</td>
</tr>
</tbody>
</table>

Major-Related Requirements

Economics 343 Money and Banking ................. 3 3  
Economics 475 Research Methods in Economics ............. 3 4  
Economics electives .............................. 9–15 3,4  

Major-Related Requirements

Accounting 201 Financial Accounting ................. 3 2  
Accounting 202 Managerial Accounting ................. 3 2  
Electives from Social Sciences ..................... 9 2,3,4  

Major-Related Requirements

Mathematics 143 & 144 Mathematical Analysis for Business Economics I & II  

or

Mathematics 201 Calculus I ............................ 3 or 6 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 90 credit hours of the 120 required must be in the liberal arts and sciences.

Education, Programs in*

Health and Human Studies Division  (Preparation for early childhood, childhood, middle childhood, adolescence, and teaching English to speakers of other languages)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York state, prospective teachers are required to complete a bachelor’s degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the 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 to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. There are also additional requirements associated with student teaching.

Utica College also offers master’s programs in education. For more information, consult the Utica College graduate studies catalog.

Early Childhood (Birth–Grade 2) Education

Students pursuing the early childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry,
Major in Economics
Social Sciences and Management Division  (Bachelor of Arts Degree)

Economics is the science that studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one's understanding of economic and political problems in the national and world economy. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS  (SEE ALSO PAGE 16)

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
<th>Credit</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 131</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 141</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 241</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 331</td>
<td>3</td>
<td>3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Microeconomic Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics 341</td>
<td>3</td>
<td>3,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Macroeconomic Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 63 credit hours of the 126 required must be in the liberal arts and sciences.

Major-Related Requirements

Accounting 201  Financial Accounting  3  2
Accounting 202  Managerial Accounting  3  2
Electives from Social Sciences  9  2,3,4
Mathematics 143 & 144  Mathematical Analysis for Business and Economics I & II
or
Mathematics 201  Calculus I  3 or 6  1,2

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.

Education, Programs in*

Health and Human Studies Division  (Preparation for early childhood, childhood, middle childhood, adolescence, and teaching English to speakers of other languages)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York state, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the 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 to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Early Childhood (Birth–Grade 2) Education

Students pursuing the early childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry,
Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 130 credits in order to meet this requirement for graduation. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Childhood (Grades 1-6) Education

Students pursuing the childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood/childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3, 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2, 3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2, 3</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 124 credits in order to meet this requirement for graduation. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Early Childhood/Childhood (Birth to Grade 6) Education Program

Students pursuing the early childhood/childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood/childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2, 3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3, 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history

**Early Childhood/Childhood (Birth to Grade 6) Education Program**

Students pursuing the early childhood/childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood/childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- one year of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history
Education 316

Social Studies/Literacy Methods:
- Birth-Childhood .................................. 3 3

Education 317

Math/Science Methods:
- Birth-Childhood .................................. 3 3

Education 321

Foundations of American Education . . . . . 3 3,4

Psychology 321

Infancy and Childhood ................................ 3 2,3

Psychology 323

Early Intervention .................................... 3 2,3

Psychology 373

Play as Curriculum ................................... 3 2,3

Education 471

Student Teaching Seminar ............................ 0 4

Education 475

Student Teaching I .................................... 6 4

Education 476

Student Teaching II ................................... 6 4

NOTE: Students in the early childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 130 credits in order to meet this requirement for graduation. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Grades 7-9 Extension to Childhood Education Program

Students seeking an extension to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (Grade 1-6) must complete the appropriate major and must take the following courses in conjunction with the childhood education program:

- Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent.

NOTE: Students completing the middle childhood education program with majors in biology, chemistry, English, economics, history, mathematics, physics, government and politics, social studies, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Students completing majors in management or computer science must complete at least 60 hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 130 credits in order to meet this requirement for graduation. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Middle Childhood (Grades 5-9) Education Program

The program in middle childhood education requires that students select a major in the subject area in which they plan to teach. The areas open to students at Utica College are English, mathematics, sciences (majors in biology, chemistry, or physics), and the social sciences (majors in economics, history, government and politics, social studies, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the middle childhood education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

- one year of college-level work in a language other than English
- Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent.
Education 316  Social Studies/Literacy Methods:  
  Birth-Childhood  3  3
Education 317  Math/Science Methods:  
  Birth-Childhood  3  3
Education 321  Foundations of American Education  3  3,4
Psychology 321  Infancy and Childhood  3  2,3
Psychology 323  Early Intervention  3  2,3
Psychology 373  Play as Curriculum  3  2,3
Education 471  Student Teaching Seminar  0  4
Education 475  Student Teaching I  6  4
Education 476  Student Teaching II  6  4

NOTE: Students in the early childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Assuming that all other courses are liberal arts, students must complete at least 130 credits in order to meet this requirement for graduation. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Grades 7-9 Extension to Childhood Education Program

Students seeking an extension to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (Grade 1-6) must complete the appropriate major and must take the following courses in conjunction with the childhood education program:

• Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent.

Education 303  Literacy and Comprehension:  
  Middle-Adolescence  3
Education 312  Practical Teaching Methodologies  3
Education 322  Adolescent English/Language Arts and Social Studies Methods

or

Education 323  Adolescent Mathematics, Science, and Business Methods  3
Psychology 321  Infancy and Childhood  3  2,3
Psychology 322  Adolescent Psychology  3  2,3
Education 471  Student Teaching Seminar  0  4
Education 475  Student Teaching I  6  4
Education 476  Student Teaching II  6  4

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

Middle Childhood (Grades 5-9) Education Program

The program in middle childhood education requires that students select a major in the subject area in which they plan to teach. The areas open to students at Utica College are English, mathematics, sciences (majors in biology, chemistry, or physics), and the social sciences (majors in economics, history, government and politics, social studies, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the middle childhood education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

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

Education 316  Social Studies/Literacy Methods:  
  Birth-Childhood  3  3
Education 317  Math/Science Methods:  
  Birth-Childhood  3  3
Education 321  Foundations of American Education  3  3,4
Psychology 321  Infancy and Childhood  3  2,3
Psychology 323  Early Intervention  3  2,3
Psychology 373  Play as Curriculum  3  2,3
Education 471  Student Teaching Seminar  0  4
Education 475  Student Teaching I  6  4
Education 476  Student Teaching II  6  4

NOTE: Students seeking social studies certification must take both ECN 141 – Principles of Macroeconomics and GOV 101 – American National Government or the equivalent.

Adolescence (Grades 7-12) Education Program

The program in adolescence education requires that students select a major in the subject area that they plan to teach. The areas open to students at Utica College are English, mathematics, sciences (majors in biology, chemistry, or physics), and the social sciences (majors in economics, history, government and politics, social studies, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the adolescence education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

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

Education 316  Social Studies/Literacy Methods:  
  Birth-Childhood  3  3
Education 317  Math/Science Methods:  
  Birth-Childhood  3  3
Education 321  Foundations of American Education  3  3,4
Psychology 321  Infancy and Childhood  3  2,3
Psychology 323  Early Intervention  3  2,3
Psychology 373  Play as Curriculum  3  2,3
Education 471  Student Teaching Seminar  0  4
Education 475  Student Teaching I  6  4
Education 476  Student Teaching II  6  4
Programs of Study

• two years of college-level work in a language other than English
• at least 6 credits in each of the following fields: English, mathematics, science, and history

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
</tr>
<tr>
<td>Education 201</td>
<td>Applied Educational Psychology</td>
</tr>
<tr>
<td>Education 215</td>
<td>Diversity, Disabilities, and Success</td>
</tr>
<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
</tr>
<tr>
<td>Education 303</td>
<td>Literacy and Comprehension: Middle-Adolescence</td>
</tr>
<tr>
<td>Education 312</td>
<td>Practical Teaching Methodologies</td>
</tr>
<tr>
<td>Education 321</td>
<td>Foundations of American Education</td>
</tr>
<tr>
<td>Education 322</td>
<td>Adolescent English/Language Arts and Social Studies Methods</td>
</tr>
</tbody>
</table>

NOTE: Students completing the adolescence 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. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Grades 5-6 Extension to Adolescence Education Program

Students seeking an extension to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (Grades 7-12) must complete the appropriate major and must take the following courses in conjunction with the adolescence education program.

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 316</td>
<td>Social Studies/Literacy Methods: Birth-Childhood</td>
</tr>
<tr>
<td>Education 317</td>
<td>Math/Science Methods: Birth-Childhood</td>
</tr>
<tr>
<td>Psychology 321</td>
<td>Infancy and Childhood</td>
</tr>
</tbody>
</table>

Teaching English to Speakers of Other Languages (Birth-Grade 12) Education Program

The program in teaching English to speakers of other languages is designed to prepare prospective teachers in the prekindergarten, elementary, and secondary grades. This program is open to English and social studies majors. In addition to the requirements of their majors and the courses in the TESL program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Introduction to Teaching</td>
</tr>
<tr>
<td>Education 201</td>
<td>Applied Educational Psychology</td>
</tr>
<tr>
<td>Education 215</td>
<td>Diversity, Disabilities, and Success</td>
</tr>
<tr>
<td>Education 301</td>
<td>Foundations of Literacy</td>
</tr>
<tr>
<td>Education 302</td>
<td>Literacy and Comprehension: Birth–Childhood</td>
</tr>
<tr>
<td>Education 312</td>
<td>Practical Teaching Methodologies</td>
</tr>
<tr>
<td>Education 321</td>
<td>Foundations of American Education</td>
</tr>
<tr>
<td>Education 322</td>
<td>Adolescent English/Language Arts and Social Studies Methods</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 323</td>
<td>Adolescent Mathematics, Science, and Business Methods</td>
</tr>
</tbody>
</table>

Psychology 321 | Infancy and Childhood | 3 3 |

or

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 321</td>
<td>Adolescent Psychology</td>
</tr>
</tbody>
</table>

Anthropology 101 | Introduction to Cultural Anthropology | 3 3 |

or

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 252</td>
<td>Racial and Cultural Minorities</td>
</tr>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
</tr>
<tr>
<td>English 316</td>
<td>Principles and Practice of ESL</td>
</tr>
<tr>
<td>English 317</td>
<td>ESL Through the Subject Areas</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>Psychology 322</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>Education 471</td>
<td>Student Teaching Seminar</td>
</tr>
<tr>
<td>Education 475</td>
<td>Student Teaching I</td>
</tr>
<tr>
<td>Education 476</td>
<td>Student Teaching II</td>
</tr>
</tbody>
</table>

NOTE: Students in the TESL program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Business and Marketing Education Program

The program in business and marketing education is open to students who major in management with a concentration in marketing management.

In addition to the requirements in their major and the courses in the business and marketing education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

• one year of college-level work in a language other than English
Programs of Study

- two years of college-level work in a language other than English
- at least 6 credits in each of the following fields: English, mathematics, science, and history

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

Education 111 Introduction to Teaching .............. 1 1
Education 201 Applied Educational Psychology ........ 3 2
Education 215 Diversity, Disabilities, and Success .... 3 2
Education 301 Foundations of Literacy .................. 3 2
Education 302 Literacy and Comprehension: Middle-Adolescence .............. 3 3
Education 312 Practical Teaching Methodologies ........ 3 3
Education 321 Foundations of American Education ....... 3 3,4
Education 322 Adolescent English/Language Arts and Social Studies Methods

or
Education 323 Adolescent Mathematics, Science, and Business Methods .............. 3
Psychology 322 Adolescent Psychology .................... 3 2,3
Education 471 Student Teaching Seminar .................. 0 4
Education 475 Student Teaching I .......................... 6 4
Education 476 Student Teaching II .......................... 6 4

NOTE: Students completing the adolescence 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. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Grades 5-6 Extension to Adolescence Education Program

Students seeking an extension to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (Grades 7-12) must complete the appropriate major and must take the following courses in conjunction with the adolescent education program.

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

Education 316 Social Studies/Literacy Methods: Birth-Childhood .................. 3 3
Education 317 Math/Science Methods: Birth-Childhood .............................. 3 3
Psychology 321 Infancy and Childhood ............................................. 3 2,3

Teaching English to Speakers of Other Languages (Birth-Grade 12) Education Program

The program in teaching English to speakers of other languages is designed to prepare prospective teachers in the prekindergarten, elementary, and secondary grades. This program is open to English and social studies majors. In addition to the requirements of their majors and the courses in the TESL program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- at least 6 credits in each of the following fields: English, mathematics, science, and history

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

Education 111 Introduction to Teaching .............. 1 1
Education 201 Applied Educational Psychology ........ 3 2
Education 215 Diversity, Disabilities, and Success .... 3 2,3
Education 301 Foundations of Literacy .................. 3 2,3
Education 302 Literacy and Comprehension: Birth-Childhood .................. 3 2,3
Education 312 Practical Teaching Methodologies ........ 3 3
Education 321 Foundations of American Education ....... 3 3,4
Education 322 Adolescent English/Language Arts and Social Studies Methods

or
Education 323 Adolescent Mathematics, Science, and Business Methods .............. 3
Psychology 321 Infancy and Childhood ............................................. 3
Psychology 322 Adolescent Psychology .................... 3 2,3
Anthropology 101 Introduction to Cultural Anthropology

or
Sociology 252 Racial and Cultural Minorities .................. 3 2
English 311 Modern English Grammar ....................... 3 2,3
English 315 Principles and Practice of ESL .................. 3 3
English 317 ESL Through the Subject Areas .................. 3 3
English 318 Introduction to Linguistics ....................... 3 3
Anthropology/English 351 Language and Culture .......... 3 3
Education 471 Student Teaching Seminar .................. 0 4
Education 475 Student Teaching I .......................... 6 4
Education 476 Student Teaching II .......................... 6 4

NOTE: Students completing the adolescence 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. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Business and Marketing Education Program

The program in business and marketing education is open to students who major in management with a concentration in marketing management.

In addition to the requirements in their major and the courses in the business and marketing education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

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

### ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

#### GENERAL PROGRAM

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Credit Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>English 367</td>
</tr>
<tr>
<td>English 311, 318, or 408</td>
</tr>
<tr>
<td>English 335, 335, or 357</td>
</tr>
<tr>
<td>English 385, 386, 395, or 396</td>
</tr>
<tr>
<td>English electives at the 300- or 400-level, including three hours of additional American Literature (May include only three hours of independent study)</td>
</tr>
<tr>
<td>Major-Related Course Requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Figures in English Literature</td>
</tr>
<tr>
<td>Shakespearean Drama</td>
</tr>
<tr>
<td>Forms and Art of Poetry</td>
</tr>
<tr>
<td>English language requirement</td>
</tr>
<tr>
<td>Literary period requirement</td>
</tr>
<tr>
<td>American Literature requirement</td>
</tr>
<tr>
<td>English electives at the 300- or 400-level</td>
</tr>
<tr>
<td>English as a second language, linguistics, literature, or writing</td>
</tr>
</tbody>
</table>

### Engineering

(See Physics)

### 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.

---

*According to figures from the New York State Education Department, in the 2000-2001 academic year, a total of 240 students were enrolled in the program. Of 25 eligible provisional certificate program completers, 21 (84 percent) took the Professional Knowledge/Pedagogy NYSTCE Assessment of Teaching Skills, with 21 (100 percent) passing, while 23 (92 percent) took the NYSTCE Liberal Arts and Sciences Test or both the NTE (Praxis II) Communications Skills Test and General Knowledge Test, with 23 (100 percent) passing. The average number of supervised student teaching hours required is 240 with a faculty-student ratio in the student teaching practice of 1:6.

For comparison purposes, the results of teacher certification testing for other New York institutions can be found on the New York State Education Office of Teaching Initiatives Website at www.highered.nysed.gov.
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

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

**Core**

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

**GENERAL PROGRAM**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>English 245, 246</th>
<th>Major Figures in English Literature</th>
<th>6</th>
<th>1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>English 311, 318, or 408</td>
<td>English language requirement</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>English 335, 345, 355, 356, or 357</td>
<td>Literary period requirement</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>English 385, 386, 395, or 396</td>
<td>American Literature requirement</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**English electives at the 300- or 400-level, including three hours of additional American Literature (May include only three hours of independent study).**

| 15 | 3,4 |

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>World Literature 205, 206</th>
<th>Masterpieces of Western Literature</th>
<th>6</th>
<th>1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature elective at the 300- or 400-level</td>
<td>3</td>
<td>3,4</td>
<td></td>
</tr>
</tbody>
</table>

**SECONDARY EDUCATION CONCENTRATION**

**Major Course Requirements**

<table>
<thead>
<tr>
<th>English 245, 246</th>
<th>Major Figures in English Literature</th>
<th>6</th>
<th>1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>English 374</td>
<td>Forms and Art of Poetry</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>English 311 or 408</td>
<td>English language requirement</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>English 335, 345, 355, 356, or 357</td>
<td>Literary period requirement</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>English 385, 386, 395, or 396</td>
<td>American Literature requirement</td>
<td>6</td>
<td>3,4</td>
</tr>
</tbody>
</table>

NOTE: Students completing majors in business and management must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser or with the director of teacher education to be sure that they fulfill this requirement.

*According to figures from the New York State Education Department, in the 2000-2001 academic year, a total of 240 students were enrolled in the program. Of 25 eligible provisional certificate program completers, 21 (84 percent) took the Professional Knowledge/Pedagogy NYSTCE Assessment of Teaching Skills, with 21 (100 percent) passing, while 23 (92 percent) took the NYSTCE Liberal Arts and Sciences Test or both the NTE (Praxis II) Communications Skills Test and General Knowledge Test, with 23 (100 percent) passing. The average number of supervised student teaching hours required is 240 with a faculty-student ratio in the student teaching practice of 1:6.

For comparison purposes, the results of teacher certification testing for other New York institutions can be found on the New York State Education Office of Teaching Initiatives Web site at [www.highered.nysed.gov](http://www.highered.nysed.gov).

## Engineering

*(See Physics)*

## 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.
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) ........................................ 12 3,4 36

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 311 Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 318 Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>English 408 History of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours required for minor: 18

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245 Major Figures in English Literature</td>
<td>3-6</td>
</tr>
<tr>
<td>English 335 Renaissance Literature: 1500-1660</td>
<td>3</td>
</tr>
<tr>
<td>English 345 Restoration and Eighteenth Century Literature: 1660-1792</td>
<td>3</td>
</tr>
<tr>
<td>English 367 Shakespearean Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

### Optional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism 261 Newswriting</td>
<td>3-6</td>
</tr>
<tr>
<td>Journalism 363 Magazine Article Writing</td>
<td>3-6</td>
</tr>
<tr>
<td>English 304 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 313 American Social Dialects</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology/English 351 Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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: 15

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245</td>
<td>The Language of Film</td>
</tr>
</tbody>
</table>

Choose twelve credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 300</td>
<td>Film Genres</td>
</tr>
</tbody>
</table>
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) .................................................. 12 3,4

36

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>English 408</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

One or two of the following courses: .................................................. 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245</td>
<td>Major Figures in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>English 335</td>
<td>Renaissance Literature: 1500-1660</td>
<td>3</td>
</tr>
<tr>
<td>English 345</td>
<td>Restoration and Eighteenth Century Literature: 1660-1792</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

**Optional Courses**

One or two of the following courses: .................................................. 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 304</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 313</td>
<td>American Social Dialects</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology/English 351</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 201</td>
<td>The Language of Film</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose twelve credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 300</td>
<td>Film Genres</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English 318</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>English 408</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

One or two of the following courses: .................................................. 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245</td>
<td>Major Figures in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>English 335</td>
<td>Renaissance Literature: 1500-1660</td>
<td>3</td>
</tr>
<tr>
<td>English 345</td>
<td>Restoration and Eighteenth Century Literature: 1660-1792</td>
<td>3</td>
</tr>
<tr>
<td>English 367</td>
<td>Shakespearean Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

**Optional Courses**

One or two of the following courses: .................................................. 3-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 304</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 313</td>
<td>American Social Dialects</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology/English 351</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>
Programs of Study

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.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 237</td>
<td>3</td>
</tr>
<tr>
<td>French Conversation and</td>
<td></td>
</tr>
<tr>
<td>Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>French 247</td>
<td>3</td>
</tr>
<tr>
<td>French Civilization and</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>3</td>
</tr>
<tr>
<td>French 327</td>
<td>3</td>
</tr>
<tr>
<td>Spoken French</td>
<td>3</td>
</tr>
<tr>
<td>French 388</td>
<td>3</td>
</tr>
<tr>
<td>Masterpieces of French</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Related Requirements*

- One of the following courses: Language and Culture 3
- Anthropology/English 351
- English 318
- History 266
- Government and Politics 271
- European Politics 3

*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 inves-

- tigation 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.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies 203</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Gender</td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Electives

Choose 12 credits from the following and at least one course from each category.

Gender in Health and Human Development
- Anthropology 101
- Introduction to Anthropology
- Anthropology 320u
- Women and Culture
- Anthropology 415
- Cultures, Health, and Healing
- Biology 112
- Human Sexuality
- Film Studies 304
- Women and Film
- Health Studies 113
- Understanding Alcoholism, Chemical Dependency and Mental Health
- Health Studies 245
- Human Development Process
- History 322
- America’s Aged through History
- Psychology 322
- Adolescence

Gender in Social Context
- Communication Arts 101
- Introduction to Interpersonal Communication
- Communication Arts 301
- Advanced Interpersonal Communication
- History 204
- America before the 20th Century
- Psychology 331
- Introduction to Social Psychology
- Social Studies 215
- Women’s Past, Present and Future
- Sociology 151
- Introductory Sociology
- Sociology 233
- The Family
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.

Required Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 237</td>
</tr>
<tr>
<td>French 247</td>
</tr>
<tr>
<td>French 327</td>
</tr>
<tr>
<td>French 388</td>
</tr>
</tbody>
</table>

Related Requirements*

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
</tr>
<tr>
<td>Anthropology/English 351</td>
</tr>
<tr>
<td>English 318</td>
</tr>
<tr>
<td>History 266</td>
</tr>
<tr>
<td>Government and Politics 271</td>
</tr>
</tbody>
</table>

*Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

Minor in Gender Studies

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.

Required Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies 203</td>
</tr>
<tr>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

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.

Electives

Choose 12 credits from the following and at least one course from each category.

**Gender in Health and Human Development**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 101</td>
</tr>
<tr>
<td>Anthropology 320u</td>
</tr>
<tr>
<td>Anthropology 415</td>
</tr>
<tr>
<td>Biology 112</td>
</tr>
<tr>
<td>Film Studies 304</td>
</tr>
<tr>
<td>Health Studies 113</td>
</tr>
<tr>
<td>Health Studies 245</td>
</tr>
<tr>
<td>History 322</td>
</tr>
<tr>
<td>Psychology 322</td>
</tr>
</tbody>
</table>

**Gender in Social Context**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts 101</td>
</tr>
<tr>
<td>Communication Arts 301</td>
</tr>
<tr>
<td>History 204</td>
</tr>
<tr>
<td>Psychology 331</td>
</tr>
<tr>
<td>Social Studies 215</td>
</tr>
<tr>
<td>Sociology 151</td>
</tr>
<tr>
<td>Sociology 233</td>
</tr>
</tbody>
</table>
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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 101</td>
<td>Introduction to Aging</td>
</tr>
<tr>
<td>Gerontology/Biology 214</td>
<td>Biology of Aging</td>
</tr>
<tr>
<td>Gerontology/Sociology 377 or Psychology 327</td>
<td>Social Gerontology: Field Work Seminar</td>
</tr>
</tbody>
</table>

Six credits from the following courses:

- Anthropology 415: Cultures, Health, and Healing
- Anthropology 449: Anthropology of Aging
- Biology 112: Human Sexuality
- Biology 208: Pharmacology and Pathophysiology
- 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
- Sociology 207: Social Organization of the U.S.
- Sociology 252: Racial and Cultural Minorities
- Sociology 333: American Utopias
- Sociology 367: Social Stratification
- Sociology 405: Sociological Theory

* Students wishing information about the gerontology retention policy should consult with their adviser.

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.) The Certificate of Gerontology is offered in combination with traditional classroom and online distance learning.

Total credit hours required for certificate: 30

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 101</td>
<td>Introduction to Aging</td>
</tr>
<tr>
<td>Gerontology 214</td>
<td>Biology of Aging</td>
</tr>
<tr>
<td>Gerontology 377</td>
<td>Social Gerontology: Field Work Seminar</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Psychology 327</td>
<td>Adulthood and Aging</td>
</tr>
</tbody>
</table>

Choose fifteen credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 300</td>
<td>Special Topics in Gerontology</td>
</tr>
<tr>
<td>Gerontology 411</td>
<td>Aging and Mental Health</td>
</tr>
<tr>
<td>Gerontology 470</td>
<td>Experiences in Gerontology</td>
</tr>
<tr>
<td>Psychology 237</td>
<td>Group Dynamics—Introduction to Group Development and Group Process</td>
</tr>
<tr>
<td>Psychology 374</td>
<td>The Helping Relationship</td>
</tr>
<tr>
<td>Psychology 375</td>
<td>Death, Dying, and Bereavement</td>
</tr>
<tr>
<td>Nursing 376</td>
<td>Gerontological Nursing</td>
</tr>
<tr>
<td>History 322</td>
<td>America’s Aged through History</td>
</tr>
<tr>
<td>Biology 112</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>Selected Course (tailored to student's individual program)</td>
<td>3</td>
</tr>
</tbody>
</table>

15

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
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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 101</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology/Biology 214</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology/Sociology 377*</td>
<td>3</td>
</tr>
<tr>
<td>or Psychology 327</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 327</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 252</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 333</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 367</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 405</td>
<td>3</td>
</tr>
</tbody>
</table>

Six credits from the following courses:

Anthropology 415: Cultures, Health, and Healing
Anthropology 449: Anthropology of Aging
Biology 112: Human Sexuality
Biology 208: Pharmacology and Pathophysiology

Total credit hours required for certificate: 30

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 101</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology/Biology 214</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology/Sociology 377*</td>
<td>3</td>
</tr>
<tr>
<td>or Psychology 327</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 327</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose fifteen credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontology 300</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology 411</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology 470</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 237</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 374</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 375</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 376</td>
<td>3</td>
</tr>
<tr>
<td>History 322</td>
<td>3</td>
</tr>
<tr>
<td>Biology 112</td>
<td>3</td>
</tr>
<tr>
<td>Selected Course (tailored)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students wishing information about the gerontology retention policy should consult with their adviser.
Programs of Study

**Academic Requirements (see also page 16)**

**Credit Year**

**Hours 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**

A. Introduction

(Government and Politics 101, 261, 281)

9

B. American Politics

(One course from the following: Government and Politics 212, 215, 221, 251, 332, 333)

3

C. Comparative Politics

(One course from the following: Government and Politics 271, 372, 373, 374, 375)

3

D. International Politics

(One course from the following: Government and Politics 363, 364, 365, 368)

3

E. Law

(One course from the following: Government and Politics 242, 345, 346)

3

F. Independent Research

(One course from the following: Government and Politics 435, 464, 490)

3

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.)

**INTERNATIONAL BUSINESS MANAGEMENT**

(Government and Politics 368 required)

Economics 131* ............................. 3
Economics 443* ............................. 3
Management 459 ............................ 3

---

Programs of Study

---

** marketed to meet the needs of those whose field of interest is government and politics and those who want a career as a social science teacher at the secondary school level or as an elementary school teacher. It is an appropriate major for careers in government service, law, and other positions which require an understanding of governmental policy and procedure.

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

Total credit hours required for degree: 120

**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
Designed to meet the needs of those whose field of interest is government and politics and those who want a career as a social science teacher at the secondary school level or as an elementary school teacher. It is an appropriate major for careers in government service, law, and other positions which require an understanding of governmental policy and procedure.

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

Total credit hours required for degree: 120

Academic Requirements (see also page 16)

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

(Note: Some major concentration requirements have prerequisites which also can be taken to satisfy core. See your adviser.)

Major Course Requirements

<table>
<thead>
<tr>
<th>Credit</th>
<th>Major Course Requirements</th>
<th>Year</th>
<th>Hours</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>A. Introduction (Government and Politics 101, 261, 281)</td>
<td>2,3,4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. American Politics (One course from the following: Government and Politics 212, 215, 221, 251, 332, 333)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Comparative Politics (One course from the following: Government and Politics 271, 372, 373, 374, 375)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. International Politics (One course from the following: Government and Politics 363, 364, 365, 368)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Law (One course from the following: Government and Politics 242, 345, 346)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Independent Research (One course from the following: Government and Politics 435, 464, 490)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Government and Politics electives</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Major-Related Concentration

(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.)

International Business Management (15)

(Economics 131* 3 Economics 443* 3 Management 459 3)

Marketing 211* 3 Marketing 415* 3

Political Public Relations (15)

(Depending on the focus desired, two of the following are required as part of the major course requirements: Government and Politics 212, 313, 251, or 332)

Prerequisites: Journalism Studies 261 and 262

A. Journalism 181 3 B. Public Relations 182 3 C. Journalism 362* 3 D. Public Relations 372* 3 E. Public Relations 375* 3

Public Administration (15)

(Government and Politics 333 required)

A. Economics 442* 3 Management 271 or Management 375* 3 Government and Politics 332 3

B. One course from the following: Computer Science 117, 118 Economics 241* Mathematics 112 Psychology/Sociology 211 Sociology 312*

C. Internship**

Social Sciences (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.

**Students wishing information about the government and politics retention policy should consult with their 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. and Politics 101</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 212</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 251</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 332</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 345</td>
<td>3</td>
</tr>
<tr>
<td>or Govt. and Politics 346</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 333</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>Philosophy 107</em> Ethics</em>*</td>
<td>3 1,2,3</td>
</tr>
<tr>
<td><em><em>Philosophy 108</em> Professional Ethics</em>*</td>
<td>3 1,2,3</td>
</tr>
<tr>
<td><em><em>Psychology 101</em> Introduction to Psychology</em>*</td>
<td>3 1,2,3</td>
</tr>
<tr>
<td>Major Electives</td>
<td>6 1,2,3</td>
</tr>
<tr>
<td>Two from the following:</td>
<td></td>
</tr>
<tr>
<td>Psychology 237* Group Dynamics (3)</td>
<td></td>
</tr>
<tr>
<td>Psychology 256* Principles of Behavior Change (3)</td>
<td></td>
</tr>
<tr>
<td>Psychology 361* Abnormal Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>Psychology 366* Individuals with Disabilities (3)</td>
<td></td>
</tr>
<tr>
<td>Psychology 372* The Counseling and Interviewing Process (3)</td>
<td></td>
</tr>
<tr>
<td>or Psychology 374* The Helping Relationship (3) . . . . .</td>
<td>3 1,2,3</td>
</tr>
<tr>
<td>Health Sciences 309* Medical Conditions and Implications (3)</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from the following:</td>
<td>3 2,3</td>
</tr>
<tr>
<td><em><em>Economics 241</em> Statistics (3)</em>*</td>
<td></td>
</tr>
<tr>
<td><em><em>Math 112</em> Basic Statistics (3)</em>*</td>
<td></td>
</tr>
<tr>
<td><em><em>Psychology/Sociology 211</em> Statistics in the Behavioral Sciences (3)</em>*</td>
<td>3</td>
</tr>
<tr>
<td>Major Electives</td>
<td>3 3 4 3,4</td>
</tr>
<tr>
<td>One from the following:</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 445*Clinical Research (3-4)</td>
<td></td>
</tr>
<tr>
<td>Psychology 212* Introduction to Experimental Methods in Psychology (3-4)</td>
<td></td>
</tr>
<tr>
<td>Sociology 312* Social Science Research Methods (3-4)</td>
<td>3-4</td>
</tr>
<tr>
<td>Five from the following:</td>
<td>15-20 2,3,4</td>
</tr>
<tr>
<td>*<em>Anthropology 415</em> Cultures, Health, and Healing . . . . 3 2,3,4</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 101</em> Anatomy and Physiology, I . . . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 102</em> Anatomy and Physiology, II . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Gerontology 101* Survey of the Aging Process</td>
<td></td>
</tr>
<tr>
<td>or Gerontology 214* Biology of Aging . . . . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>or Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Psychology 223* Life Span Developmental Psychology . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 101* Introduction to Health Professions . . 1 1</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 401* Senior Seminar . . . . . . . 3 3,4</td>
<td></td>
</tr>
<tr>
<td>Social Studies 207* Social Organization of the U.S. Health Care System . . . . . . . 3 1,2</td>
<td></td>
</tr>
</tbody>
</table>

**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 ALSO PAGE 16)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. and Politics 101 Introduction to Politics and American Government</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 212 American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 251 Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 332 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 345 Constitutional Law and the Governmental Process</td>
<td>3</td>
</tr>
<tr>
<td>or Govt. and Politics 346 Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 333 American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academic Requirements (see also page 16)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. and Politics 101 Introduction to Politics and American Government</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 212 American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 251 Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 332 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 345 Constitutional Law and the Governmental Process</td>
<td>3</td>
</tr>
<tr>
<td>or Govt. and Politics 346 Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 333 American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*<em>Anthropology 415</em> Cultures, Health, and Healing . . . . 3 2,3,4</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 101</em> Anatomy and Physiology, I . . . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 102</em> Anatomy and Physiology, II . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Gerontology 101* Survey of the Aging Process</td>
<td></td>
</tr>
<tr>
<td>or Gerontology 214* Biology of Aging . . . . . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>or Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Psychology 223* Life Span Developmental Psychology . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 101* Introduction to Health Professions . . 1 1</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 401* Senior Seminar . . . . . . . . 3 3,4</td>
<td></td>
</tr>
<tr>
<td>Social Studies 207* Social Organization of the U.S. Health Care System . . . . . . . 3 1,2</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Requirements (see also page 16)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. and Politics 101 Introduction to Politics and American Government</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 212 American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 251 Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 332 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 345 Constitutional Law and the Governmental Process</td>
<td>3</td>
</tr>
<tr>
<td>or Govt. and Politics 346 Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 333 American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*<em>Anthropology 415</em> Cultures, Health, and Healing . . . . 3 2,3,4</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 101</em> Anatomy and Physiology, I . . . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 102</em> Anatomy and Physiology, II . . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Gerontology 101* Survey of the Aging Process</td>
<td></td>
</tr>
<tr>
<td>or Gerontology 214* Biology of Aging . . . . . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>or Health Sciences 245* Human Development Across the Lifespan . 4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Psychology 223* Life Span Developmental Psychology . . 3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 101* Introduction to Health Professions . . 1 1</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 401* Senior Seminar . . . . . . . . 3 3,4</td>
<td></td>
</tr>
<tr>
<td>Social Studies 207* Social Organization of the U.S. Health Care System . . . . . . . 3 1,2</td>
<td></td>
</tr>
</tbody>
</table>
Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. and Politics 101</td>
<td>Introduction to Politics and American Government</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 212</td>
<td>American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 251</td>
<td>Congress and the Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 332</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 345</td>
<td>Constitutional Law and the Governmental Process</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 346</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Govt. and Politics 333</td>
<td>American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Electives

**Philosophy 107* Ethics or **Philosophy 108* Professional Ethics

**Psychology 101* Introduction to Psychology

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

A C A D E M I C R E Q U I R E M E N T S ( S E E A L S O P A G E 1 6 )

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*<em>Anthropology 415</em> Cultures, Health, and Healing</td>
<td>3 2,3,4</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 101</em> Anatomy and Physiology, I</td>
<td>4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>*<em>Biology 102</em> Anatomy and Physiology, II</td>
<td>4 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Gerontology 101* Survey of the Aging Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerontology 214* Biology of Aging</td>
<td>3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 245* Human Development Across the Lifespan</td>
<td>3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>*<em>Psychology 223</em> Life Span Developmental Psychology</td>
<td>3 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 101* Introduction to Health Professions</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>Health Sciences 401* Senior Seminar</td>
<td>3 3,4</td>
<td></td>
</tr>
<tr>
<td>Social Studies 207* Social Organization of the U.S. Health Care System</td>
<td>3 1,2</td>
<td></td>
</tr>
</tbody>
</table>
Major in Health Studies – Human Behavior
Health and Human Studies Division  
(Bachelor of Science Degree)

The major in health studies with a concentration in human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues from a behavioral perspective in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

**Academic Requirements (see also page 16)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>34–55</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies 207*</td>
<td>3,1,2</td>
</tr>
<tr>
<td>Gerontology 101*</td>
<td>3,2,3</td>
</tr>
<tr>
<td>Biology 214*</td>
<td>3,2,3</td>
</tr>
<tr>
<td>Health Studies 245</td>
<td>3,1,2</td>
</tr>
<tr>
<td>Psychology 223*</td>
<td>3,1,2</td>
</tr>
</tbody>
</table>

Research methods: One course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies 445</td>
<td>3-4</td>
</tr>
<tr>
<td>Psychology 212*</td>
<td>3-4</td>
</tr>
<tr>
<td>Sociology 312*</td>
<td>3-4</td>
</tr>
<tr>
<td>Health Studies 401</td>
<td>3,4</td>
</tr>
<tr>
<td>Psychology 237*</td>
<td>3,2,3</td>
</tr>
<tr>
<td>Psychology 256*</td>
<td>3,2,3</td>
</tr>
<tr>
<td>Psychology 366*</td>
<td>3,2,3</td>
</tr>
</tbody>
</table>
**Programs of Study**

**Major in Health Studies – Human Behavior**

**Health and Human Studies Division** *(Bachelor of Science Degree)*

The major in health studies with a concentration in human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues from a behavioral perspective in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

**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 ................. 3 1,2

Biography 214*  Biology of Aging ......................... 3 2,3

Health Studies 245  Human Development Across the Life Span (3)

Psychology 223*  Life Span Developmental Psychology (3) ....... 3 1,2,3

Research methods: One course from the following

Health Studies 445  Clinical Research (3)

Psychology 212*  Introduction to Experimental Methods in Psychology (4)

Sociology 312*  Social Science Research Methods (3) ...

Health Studies 401  Senior Seminar ......................... 3 4

Psychology 237*  Group Dynamics ......................... 3 2,3

Psychology 256*  Principles of Behavior Change .......... 3 2,3

Psychology 366*  Individuals with Disabilities .............. 3 2,3

**Two of the following three courses**

Biology 112*  Human Sexuality (3)

Psychology 361*  Abnormal Psychology (3)

Psychology 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**

Biography 214*  Biology of Aging (3)

Psychology 321*  Infancy and Childhood (3)

Psychology 322*  Adolescence (3)

Psychology 327*  Adulthood and Aging (3) ............... 3 2,3,4

**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**

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 with a concentration in management is designed for students who plan to enter the health or health-related professions in a managerial capacity. Majors include students planning graduate work in the health-related or management fields, 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 ALSO PAGE 16)**

| Credit Hours Taken | Core | Major Course Requirements | Year |
|--------------------|------|---------------------------|--|--|
| Social Studies 207* | Social Organization of the U.S. Health Care System | 3 | 1,2 |
| Biology 214* | Survey of the Aging Process | 3 | 2,3 |
| Health Studies 245 | Human Development Across the Life Span (3) | 3 | 1,2,3 |
| Psychology 223* | Life Span Developmental Psychology (3) | 3 | 1,2,3 |
| Health Studies 445 | Clinical Research (3) | 3-4 | 3,4 |
| Psychology 212* | Introduction to Experimental Methods in Psychology (4) | 3-4 | 3,4 |
| Sociology 312* | Social Science Research Methods (3) | 3-4 | 3,4 |
| Health Studies 401 | Senior Seminar | 3 | 4 |
| Accounting 201 | Financial Accounting | 3 | 2,3,4 |
| Economics 375* | Health Economics | 3 | 1,2,3 |
| 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:

- Management 271 Human Resource Management (3)
- Marketing 211 Principles of Marketing (3)
- Management 272 Operations Management (3) 6 3,4

**Major-Related Course Requirements**

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

Statistics

- Economics 241* Statistics
- Mathematics 112* Basic Statistics

**Philosophy**

- Philosophy 107* Ethics
- Philosophy 108* Professional Ethics
- Psychology 101* Introduction to Psychology
- Anthropology 415* Cultures, Health and Healing

**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.

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

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Core</th>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>34–55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Course Requirements**

- History 105 | World History I | 3
- History 106 | World History II | 3
- History 155 | Introduction to Historical Research Methods | 1
- 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
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

**A C A D E M I C R E Q U I R E M E N T S ( S E E A L S O P A G E 1 6)**

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

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies 207*</td>
</tr>
<tr>
<td>Gerontology 101*</td>
</tr>
<tr>
<td>or Biology 214*</td>
</tr>
<tr>
<td>Health Studies 245</td>
</tr>
<tr>
<td>or Psychology 223*</td>
</tr>
</tbody>
</table>

Research methods: One course from the following
- Health Studies 445 | Clinical Research (3) |
- Psychology 212* | Introduction to Experimental Methods in Psychology (4) |
- Sociology 312* | Social Science Research Methods (3) |

| Health Studies 401 | Senior Seminar | 3, 4 |
| Accounting 201 | 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
- Management 271 | Human Resource Management (3) |
- Marketing 211 | Principles of Marketing (3) |
- Management 272 | Operations Management (3) | 6, 3,4 |

Two of the following three courses
- Management 271 | Human Resource Management (3) |
- Marketing 211 | Principles of Marketing (3) |
- Management 272 | Operations Management (3) |

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

Statistics
- **Economics 241* | Statistics |
- **Mathematics 112* | Basic Statistics |

**Major in History**

**S o c i a l S c i e n c e s a n d M a n a g e m e n t D i v i s i o n ( B a c h e l o r o f A r t s D e g r e e)**

The major in history offers one of the broadest and most flexible liberal arts fields at the college. It is intended for those who seek an understanding of the human condition through its historical development, and it has special relevance to those wishing to prepare themselves for fields such as secondary school social science teaching, elementary school teaching, government service of all varieties, graduate study of history, and other careers requiring a liberal arts preparation. It also is an excellent undergraduate background for those contemplating professional training in law, library science, and similar fields.

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

Total credit hours required for degree: 120

**A C A D E M I C R E Q U I R E M E N T S ( S E E A L S O P A G E 1 6)**

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

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 105</td>
</tr>
<tr>
<td>History 106</td>
</tr>
<tr>
<td>History 155</td>
</tr>
<tr>
<td>History 205</td>
</tr>
<tr>
<td>History 455</td>
</tr>
<tr>
<td>History 456</td>
</tr>
<tr>
<td>200-, 300-, 400- level history courses</td>
</tr>
</tbody>
</table>

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
History students who are also pursuing social studies teacher certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select History 204 and either History 311 or History 312 for this area.
2. European History 266, 367, 375, 376, 381, 385, 386, selected topics
3. Non-Western History 202, 334, 343, 344, 443, selected topics

History majors are required to take History 155 during the spring semester of the freshman year. Transfer students enroll in History 155 during the first semester on campus. At least 50 percent of the hours in the History major will be taken at the 300 and 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 105</td>
<td>3</td>
</tr>
<tr>
<td>History 106</td>
<td>3</td>
</tr>
<tr>
<td>History Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Minor in Human Rights Advocacy
Social Sciences and Management Division

The minor in human rights advocacy is designed to provide an in-depth examination of human rights issues in history and contemporary events. The minor will also focus on the processes and institutions available for dealing with human rights violations. It is an appropriate minor for students in any major who have a concern for human rights and wish to use the knowledge and skills developed in their major to deal with these issues and/or develop career opportunities.

Total credit hours required for the minor: 19

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government 211 (HRA 211)</td>
<td>1</td>
</tr>
<tr>
<td>Government 281</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

<table>
<thead>
<tr>
<th>Core</th>
<th>34–55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Course Requirements</td>
<td></td>
</tr>
</tbody>
</table>

(Some of the following courses have prerequisites, which also may be taken to satisfy core requirements. Consult with one's faculty adviser.)
History students who are also pursuing social studies teacher certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select History 204 and either History 311 or History 312 for this area.

2. European History 266, 367, 375, 376, 381, 385, 386, selected topics
3. Non-Western History 202, 334, 343, 344, 443, selected topics

History majors are required to take History 155 during the spring semester of the freshman year. Transfer students enroll in History 155 during the first semester on campus. At least 50 percent of the hours in the History major will be taken at the 300 and 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 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 105</td>
<td>World History I</td>
</tr>
<tr>
<td>History 106</td>
<td>World History II</td>
</tr>
<tr>
<td>History Electives</td>
<td>200-, 300-, or 400-level courses</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

---

### Minor in Human Rights Advocacy

**Social Sciences and Management Division**

The minor in human rights advocacy is designed to provide an in-depth examination of human rights issues in history and contemporary events. The minor will also focus on the processes and institutions available for dealing with human rights violations. It is an appropriate minor for students in any major who have a concern for human rights and wish to use the knowledge and skills developed in their major to deal with these issues and/or develop career opportunities.

Total credit hours required for the minor: 19

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government 211</td>
<td>Introduction to Human Rights</td>
</tr>
<tr>
<td>Government 281</td>
<td>Political Ideas and Ideologies</td>
</tr>
</tbody>
</table>

---

### 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.

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

Total credit hours required for degree: 120

---

### ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

**Core**

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

**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.)

---

### Programs of Study

| History 381 | Germany in the Nazi Era |
| History 386 | History of Soviet Russia |
| History 344 | Modern China            |
| Government 364* | International Law       |
| Government 364 (HRA 464) | International Protection of Human Rights – Capstone Seminar |

*Prerequisite may be waived for non-government and politics and international studies majors.
Non-Western Studies
Choose any five of the following courses:
- Anthropology 254 Peoples and Cultures of Sub-Saharan Africa
- History 202 Introduction to East Asian History
- History 343 Modern Japan
- History 344 Modern China
- International Studies 225 Chinese Civilization and Culture
- International Studies 247 Japanese Civilization and Culture
- Government and Politics 373 African Politics
- Government and Politics 374 Latin American Politics
- Government and Politics 375 Political Change in Developing Nations

International Business Management
- Accounting 201 Financial Accounting
- Management 125 Principles of Management
- Management 458 International Business Management
- Marketing 211 Principles of Marketing
- Marketing 415 International Marketing

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.

Major-Related Concentration
Each student will select at least one of the following concentrations:
- AREA STUDIES (Choose Western or non-Western Studies)

Western Studies
Choose any five of the following courses:
- French 247 French Civilization and Culture
- History 266 Modern Europe
- History 367 Central Europe
- History 376 British History: 1688 to the Present
- History 381 Germany in the Nazi Era
- History 385 Russian History
- History 386 Soviet History
- International Studies 235 Russian Civilization and Culture
- Government and Politics 271 European Politics
- Government and Politics 372 Russian Politics
- Spanish 247 Introduction to Spanish Culture

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.
**Required Courses**

**THE INTERNATIONAL SETTING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 106 - World History II</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>or International Studies 101* - World Regional Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies 487 - Senior Seminar in International Studies</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**INTERNATIONAL POLITICAL RELATIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 261 - International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 363 - International Organizations</td>
<td>2,3</td>
</tr>
<tr>
<td>Government and Politics 364 - International Law</td>
<td>2,3</td>
</tr>
<tr>
<td>Government and Politics 365 - American Foreign Policy</td>
<td>2,3,4</td>
</tr>
<tr>
<td>History 308 - The United States in the World</td>
<td>3</td>
</tr>
</tbody>
</table>

**COMPARATIVE POLITICAL SYSTEMS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 271 - European Politics</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 372 - Russian Politics</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Government and Politics 373 - African Politics</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Government and Politics 374 - Latin American Politics</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Government and Politics 375 - Political Change in Developing Nations</td>
<td>3</td>
</tr>
</tbody>
</table>

**INTERNATIONAL ECONOMIC RELATIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 443 - International Trade</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 368 - International Political Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Language**

Students must demonstrate an oral facility in one modern foreign language at the intermediate (202) level by successfully passing courses or by examination.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–12</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Major-Related Concentration**

Each student will select at least one of the following concentrations:

**AREA STUDIES** (Choose Western or non-Western Studies)

**Western Studies**

Choose any five of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 247 - French Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>History 266 - Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>History 367 - Central Europe</td>
<td>3</td>
</tr>
<tr>
<td>History 376 - British History: 1688 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>History 381 - Germany in the Nazi Era</td>
<td>3</td>
</tr>
<tr>
<td>History 385 - Russian History</td>
<td>3</td>
</tr>
<tr>
<td>History 386 - Soviet History</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 235 - Russian Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 271 - European Politics</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 372 - Russian Politics</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 247 - Introduction to Spanish Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western Studies**

Choose any five of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 254 - Peoples and Cultures of Sub-Saharan Africa</td>
<td>3</td>
</tr>
<tr>
<td>History 202 - Introduction to East Asian History</td>
<td>3</td>
</tr>
<tr>
<td>History 343 - Modern Japan</td>
<td>3</td>
</tr>
<tr>
<td>History 344 - Modern China</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 225 - Chinese Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 247 - Japanese Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 373 - African Politics</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 374 - Latin American Politics</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 375 - Political Change in Developing Nations</td>
<td>3, 2, 3, 4</td>
</tr>
</tbody>
</table>

**INTERNATIONAL BUSINESS MANAGEMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201 - Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Management 125 - Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Management 459 - International Business Management</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 211 - Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 415 - International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 the Director of International Programs about this option.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

**WORLD LITERATURE AND CIVILIZATION**

Choose any five courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 245 - Major Figures in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 246 - Major Figures in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>English 357 - Modern British Literature</td>
<td>3</td>
</tr>
<tr>
<td>All-College 377 - London Learning Experience</td>
<td>3</td>
</tr>
<tr>
<td>French 247 - French Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 225 - Chinese Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 235 - Russian Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>International Studies 247 - Japanese Civilization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 247 - Introduction to Spanish Culture</td>
<td>3</td>
</tr>
<tr>
<td>World Literature 205* - Masterpieces of Western Literature: Through the Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>World Literature 206* - Masterpieces of Western Literature: Since the Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>World Literature 358 - World Literature in English</td>
<td>3</td>
</tr>
</tbody>
</table>

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 newskeeper, 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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

**Credit** | **Year** | **Hours** | **Taken**
--- | --- | --- | ---
Core | 34–55

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 181</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
<td>Reporting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Journalism Studies 362</td>
<td>Reporting of Public Affairs</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 364</td>
<td>Editing</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 450</td>
<td>Field Work in Journalism</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 467</td>
<td>Communications Law</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**Total:** 21 credits

**Major Electives**

Select six credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 130</td>
<td>Tangerine Practicum</td>
<td>1</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
<td>Publication Design</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 371</td>
<td>Advanced Reporting Techniques</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 372</td>
<td>Essentials of News Photography</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Journalism Studies 374</td>
<td>Sportswriting</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 376</td>
<td>TV News Production</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 381</td>
<td>Censorship</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Journalism Studies 400</td>
<td>Topics in Journalism Studies</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Journalism Studies 401</td>
<td>Media Ethics in Contemporary Society</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Journalism Studies 462</td>
<td>Computer-Assisted Reporting</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**Total:** 6 credits

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 with 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications Arts 103</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts 261</td>
<td>Broadcasting and the Public Interest</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts 365</td>
<td>Writing and Announcing for Radio/Television</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts 368</td>
<td>Broadcast News and Society</td>
<td>3</td>
</tr>
<tr>
<td>Communication Arts 375</td>
<td>Introduction to Radio Production</td>
<td>3</td>
</tr>
</tbody>
</table>

**CONCENTRATION IN GOVERNMENT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 101</td>
<td>Introduction to Politics and American Government</td>
</tr>
<tr>
<td>Government and Politics 212</td>
<td>American Political Parties and Elections</td>
</tr>
<tr>
<td>Government and Politics 251</td>
<td>Congress and the Legislative Process</td>
</tr>
<tr>
<td>Government and Politics 332</td>
<td>Public Administration</td>
</tr>
<tr>
<td>One from Government and Politics 242, 345, or 346</td>
<td></td>
</tr>
</tbody>
</table>

**CONCENTRATION IN INTERNATIONAL STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies 101</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>History 106</td>
<td>World History II</td>
</tr>
<tr>
<td>Government and Politics 261</td>
<td>International Relations</td>
</tr>
<tr>
<td>Choose one from the following:</td>
<td></td>
</tr>
<tr>
<td>Government and Politics 364</td>
<td>International Law</td>
</tr>
<tr>
<td>Government and Politics 365</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>History 308</td>
<td>The United States in the World</td>
</tr>
<tr>
<td>Choose one from the following:</td>
<td></td>
</tr>
<tr>
<td>Government and Politics 271</td>
<td>European Politics</td>
</tr>
<tr>
<td>Government and Politics 375</td>
<td>Political Change in Developing Nations</td>
</tr>
<tr>
<td>Government and Politics 372</td>
<td>Russian Politics</td>
</tr>
<tr>
<td>History 346</td>
<td>Political History of Japan and China</td>
</tr>
<tr>
<td>Six credits of foreign language beyond the 102 level</td>
<td>15–18</td>
</tr>
</tbody>
</table>

**Electives**

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

*Students wishing information about the journalism studies retention policy should consult with their academic adviser.*
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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)  

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 181</td>
<td>Introduction to Mass Communication.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
<td>Reporting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Journalism Studies 362</td>
<td>Reporting of Public Affairs</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 364</td>
<td>Editing</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 450</td>
<td>Field Work in Journalism</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Journalism Studies 467</td>
<td>Communications Law</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

Total: 34–55 credits

Major Electives
Select six credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism Studies 130</td>
<td>Tangerine Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Journalism Studies 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 365</td>
<td>Publication Design</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 371</td>
<td>Advanced Reporting Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 372</td>
<td>Essentials of News Photography</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 374</td>
<td>Sportswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 376</td>
<td>TV News Production</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 381</td>
<td>Censorship</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 400</td>
<td>Topics in Journalism Studies</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 401</td>
<td>Media Ethics in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 462</td>
<td>Computer-Assisted Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional: 15–18 credits

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 with 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications Arts 103</td>
<td>Introduction to Public Speaking</td>
</tr>
<tr>
<td>Communication Arts 261</td>
<td>Broadcasting and the Public Interest</td>
</tr>
<tr>
<td>Communication Arts 385</td>
<td>Writing and Announcing for Radio/Television</td>
</tr>
<tr>
<td>Communication Arts 388</td>
<td>Broadcast News and Society</td>
</tr>
<tr>
<td>Communication Arts 375</td>
<td>Introduction to Radio Production</td>
</tr>
</tbody>
</table>

CONCENTRATION IN GOVERNMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 101</td>
<td>Introduction to Politics and American Government</td>
</tr>
<tr>
<td>Government and Politics 212</td>
<td>American Political Parties and Elections</td>
</tr>
<tr>
<td>Government and Politics 251</td>
<td>Congress and the Legislative Process</td>
</tr>
<tr>
<td>Government and Politics 332</td>
<td>Public Administration</td>
</tr>
</tbody>
</table>

One from Government and Politics 242, 345, or 346

CONCENTRATION IN INTERNATIONAL STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies 101</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>History 106</td>
<td>World History II</td>
</tr>
<tr>
<td>Government and Politics 261</td>
<td>International Relations</td>
</tr>
</tbody>
</table>

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 364</td>
<td>International Law</td>
</tr>
<tr>
<td>Government and Politics 365</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>History 308</td>
<td>The United States in the World</td>
</tr>
</tbody>
</table>

Choose one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government and Politics 271</td>
<td>European Politics</td>
</tr>
<tr>
<td>Government and Politics 375</td>
<td>Political Change in Developing Nations</td>
</tr>
<tr>
<td>Government and Politics 372</td>
<td>Russian Politics</td>
</tr>
<tr>
<td>History 346</td>
<td>Political History of Japan and China</td>
</tr>
</tbody>
</table>

Six credits of foreign language beyond the 102 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.

*Students wishing information about the journalism studies retention policy should consult with their academic adviser.
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

Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English 195 American Literature and Culture</td>
</tr>
<tr>
<td>3</td>
<td>English 245 Major Figures in English Literature: Through the 18th Century</td>
</tr>
<tr>
<td>3</td>
<td>English 246 Major Figures in English Literature: Since the 18th Century</td>
</tr>
<tr>
<td>3</td>
<td>World Literature 205 Masterpieces of Western Literature: Through the Renaissance</td>
</tr>
<tr>
<td>3</td>
<td>World Literature 206 Masterpieces of Western Literature: Since the Renaissance</td>
</tr>
<tr>
<td>3</td>
<td>English 367 Shakespearean Drama</td>
</tr>
</tbody>
</table>

Electives

One 300/400-level course in each of the following areas:

- American literature
- British literature
- World literature

Electives (see also page 16)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>English 372 Shakespearean Drama</td>
</tr>
</tbody>
</table>

*Genre courses (e.g., English 372) will count toward the area their syllabi most reflect.
Law
(See "Preparation for Graduate and Professional Schools.")

Liberal Arts-Engineering
(See Physics)

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 Studies, and teaching. It is also of value to persons with other backgrounds. The major provides students with a broad liberal arts context; it does not provide a professional credential.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)
Credit Year
Hours Taken
Core

Major Course Requirements
Four courses (at least twelve credit hours) must be selected from each of these three groups:

Group 1: Society and Behavior
Any 300/400-level courses from at least two of the following areas:

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 division 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

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 195</td>
<td>3</td>
</tr>
<tr>
<td>English 245</td>
<td>3</td>
</tr>
<tr>
<td>World Literature 205</td>
<td>3</td>
</tr>
<tr>
<td>World Literature 206</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
One 300/400-level course in each of the following areas*:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American literature</td>
<td>3</td>
</tr>
<tr>
<td>British literature</td>
<td>3</td>
</tr>
</tbody>
</table>

*Genre courses (e.g., English 372) will count toward the area their syllabi most reflect.

Major in Management
Social Sciences and Management Division  (Bachelor of Science Degree)
(Concentration in Computer Science, Finance Management, Human Resources Management, International Business Management, Management of Technology, Marketing Management, or 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.

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

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

**Core**

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

**Major Course Requirements**

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

- **Accounting 201**: Financial Accounting
- **Accounting 202**: Managerial Accounting
- **Business Law 226**: Law of Contracts and Sales
- **Economics 131**: Principles of Microeconomics
- **Economics 141**: Principles of Macroeconomics
- **Economics 241**: Statistics
- **Economics electives**: 300- or 400-level
- **Finance 251**: Corporation Finance
- **Management 125**: Principles of Management
- **Management 222**: Communications in Business
- **Management 271**: Human Resources Management
- **Management 272**: Operations Management
- **Management 428**: Strategic Management
- **Management 470**: Internship
- **Marketing 211**: Principles of Marketing

**Mathematics 143 & 144**: Mathematical Analysis for Business and Economics I & II

**Mathematics 201**: Calculus

**Major-Related Course Requirements**

- **Management 375**: Management
- **Management 400**: Marketing Management
- **Psychology 372**: Psychology

**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.

**COMPUTER SCIENCE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 102</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 201</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 303</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 300 or 400 elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**FINANCE MANAGEMENT**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 301</td>
<td>4</td>
</tr>
<tr>
<td>Economics 442</td>
<td>3</td>
</tr>
<tr>
<td>Finance 343</td>
<td>3</td>
</tr>
<tr>
<td>Finance 351</td>
<td>3</td>
</tr>
<tr>
<td>Finance 352</td>
<td>3</td>
</tr>
</tbody>
</table>

**HUMAN RESOURCES MANAGEMENT**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 471</td>
<td>3</td>
</tr>
<tr>
<td>Management elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>Economics 344</td>
<td>3</td>
</tr>
<tr>
<td>Management 375</td>
<td>3</td>
</tr>
<tr>
<td>Management 400</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 372</td>
<td>3</td>
</tr>
</tbody>
</table>

**INTERNATIONAL BUSINESS MANAGEMENT**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 443</td>
<td>3</td>
</tr>
<tr>
<td>International Studies elective</td>
<td>3</td>
</tr>
<tr>
<td>Management 439</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 415</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 368</td>
<td>3</td>
</tr>
</tbody>
</table>

**MANAGEMENT OF TECHNOLOGY**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 422</td>
<td>3</td>
</tr>
<tr>
<td>Management elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose three of the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>Computer Science 217</td>
<td>3</td>
</tr>
<tr>
<td>Management 322</td>
<td>3</td>
</tr>
<tr>
<td>Management 332</td>
<td>3</td>
</tr>
<tr>
<td>Management 401</td>
<td>3</td>
</tr>
</tbody>
</table>

**MARKETING MANAGEMENT**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing 481</td>
<td>3</td>
</tr>
<tr>
<td>Management elective</td>
<td>3</td>
</tr>
<tr>
<td>Choose any three marketing courses:</td>
<td>9</td>
</tr>
</tbody>
</table>

**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.

**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
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.

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

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

**Major Course Requirements**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 202</td>
<td>3</td>
</tr>
<tr>
<td>Business Law 226</td>
<td>3</td>
</tr>
<tr>
<td>Economics 131</td>
<td>3</td>
</tr>
<tr>
<td>Economics 141</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241</td>
<td>3</td>
</tr>
<tr>
<td>Economics electives*</td>
<td>3</td>
</tr>
<tr>
<td>Finance 251</td>
<td>3</td>
</tr>
<tr>
<td>Management 125</td>
<td>3</td>
</tr>
<tr>
<td>Management 222</td>
<td>3</td>
</tr>
<tr>
<td>Management 271</td>
<td>3</td>
</tr>
<tr>
<td>Management 272</td>
<td>3</td>
</tr>
<tr>
<td>Management 428</td>
<td>3</td>
</tr>
<tr>
<td>Management 470</td>
<td>3</td>
</tr>
<tr>
<td>Management elective</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 211</td>
<td>3</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics 143 & 144**

Mathematical Analysis for Business and Economics I & II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 201</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

**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.

**COMPUTER SCIENCE**

Computer Science 101 3
Computer Science 102 3
Computer Science 201 3
Computer Science 203 3
Computer Science 300 3
or 400 elective 3

**FINANCE MANAGEMENT**

Accounting 201 4
Accounting 442 3
Finance 343 3
Finance 351 3
Finance 352 3

**HUMAN RESOURCES MANAGEMENT**

Management 471 3
Management elective 3
Choose three of the following courses: 9
Economics 344 3
Management 375 3
Management 400 3
Psychology 372 3

**INTERNATIONAL BUSINESS MANAGEMENT**

Economics 443 3
International Studies elective 3
Management 439 3
Marketing 415 3
Government and Politics 368 3

**MANAGEMENT OF TECHNOLOGY**

Management 422 3
Management elective 3
Choose three of the following courses: 9
Computer Science 217 3
Management 322 3
Management 332 3
Management 401 3

**MARKETING MANAGEMENT**

Marketing 481 3
Management elective 3
Choose any three marketing courses: 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.

*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
Mathematics 321 Probability and Statistics .......................... 3 3,4
Mathematics 331 Linear Algebra .................................. 3 2,3
Mathematics 334 Abstract Algebra ............................ 3 3,4
Mathematics 401 Real Analysis I .................................. 3 3,4
Advanced Mathematics electives (300/400 level) .............. 9-10 3,4

36-37

Major-Related Course Requirements

Computer Science 101 Computer Science I .................. 3 1,2
Physics 261 Physics I .............................................. 4 1,2

7

CONCENTRATION FOR PROSPECTIVE MATH TEACHERS

Major Course Requirements

Mathematics 112 Basic Statistics ................................. 3 1
Mathematics 201, 202, 301, 302 Calculus I, II, III, IV .... 12 1,2
Mathematics 305 Fundamental Structures of Mathematics
or
Computer Science 201
and
Computer Science 301
Discrete Mathematics I

Mathematics 303 History of Mathematics .................... 3 2,3
Mathematics 313 Mathematics: A Heuristic Approach ... 3 3,4
Mathematics 331 Linear Algebra ................................. 3 2,3
Mathematics 334 Abstract Algebra ............................ 3 3,4

Advanced Mathematics electives (300/400 level) .............. 6-7 3,4

36-40

Major-Related Course Requirements

Choose two of the following:
Computer Science 101 Computer Science I ........... 3 1,2
Physics 261 Physics I .............................................. 4 1,2
Physics 262 Physics II .............................................. 4 1,2

7-8

Electives

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

Minor in Mathematics

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
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.

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

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (see also page 16)

Credit  Year
Hours  Taken

Core  34–55

GENERAL PROGRAM

Major Course Requirements

| Mathematics 201, 202, 301, 302 | Calculus I, II, III, IV | 12 | 1,2 |
| Mathematics 305 | Fundamental Structures of Mathematics | 3 | 2 |
| Advanced Mathematics electives (300/400 level) | | | |

36-37

Major-Related Course Requirements

Choose two of the following:

| Computer Science 101 | Computer Science I | 3 | 1,2 |
| Physics 261 | Physics I | 4 | 1,2 |

7

CONCENTRATION FOR PROSPECTIVE MATH TEACHERS

Major Course Requirements

| Mathematics 112 | Basic Statistics | 3 | 1 |
| Mathematics 201, 202, 301, 302 | Calculus I, II, III, IV | 12 | 1,2 |
| Mathematics 305 | Fundamental Structures of Mathematics or Computer Science 201 | |
| Computer Science 301 | Discrete Mathematics I and Computer Science 301 | | |
| Mathematics 303 | History of Mathematics | 3 | 2,3 |
| Mathematics 313 | Mathematics: A Heuristic Approach | 3 | 3,4 |
| Mathematics 331 | Linear Algebra | 3 | 2,3 |
| Mathematics 334 | Abstract Algebra | 3 | 3,4 |
| Advanced Mathematics electives (300/400 level) | | | 6-7 | 3,4 | 36-40 |

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
**SPECIAL REQUIREMENT**

The student in nursing is required to achieve a minimum of C in each major and natural science major-related course.

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

**Major Course Requirements**  
*(basic baccalaureate)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 101</td>
<td>Introduction to Professional Nursing</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 201</td>
<td>Health Assessment and the Nursing Process</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 206</td>
<td>Fundamentals of Nursing Practice</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 206C</td>
<td>Fundamentals of Nursing Practice—Clinical</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 311C</td>
<td>Professional Nursing Practicum (LPNs and RNs only)</td>
<td>1-2</td>
<td>2,3</td>
</tr>
<tr>
<td>Nursing 334</td>
<td>Nursing Care of the Adult I</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 334C</td>
<td>Nursing Care of the Adult I—Clinical</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 336</td>
<td>Nursing Care of the Chronically Ill Client</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 336C</td>
<td>Nursing Care of the Chronically Ill Client—Clinical</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 372</td>
<td>Childbearing Family Nursing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 372C</td>
<td>Childbearing Family Nursing—Clinical</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 375</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 375C</td>
<td>Psychiatric/Mental Health Nursing—Clinical</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 435</td>
<td>Nursing Care of the Adult II</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 435C</td>
<td>Nursing Care of the Adult II—Clinical</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 447</td>
<td>Childrearing Family Nursing</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 447C</td>
<td>Childrearing Family Nursing—Clinical</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 472</td>
<td>Trends and Issues in Professional Nursing</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 472C</td>
<td>Trends and Issues in Community Health Nursing</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 475</td>
<td>Nursing Management in the Community</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 475C</td>
<td>Nursing Management in the Community—Clinical Practicum</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 478</td>
<td>Critical Care Nursing</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**MATH**

- Mathematics 201, 202, 301 Calculus I, II, III .......................... 9
- Mathematics 305 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 . . 3

**MEDICINE**

*(See "Preparation for Graduate and Professional Schools" and "Joint Health Professions Programs.")*

**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 Education Department. Graduates are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN).

The nursing program offers the RN 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.

Students may earn a maximum of 30 hours of competency or experience credit toward the baccalaureate degree. Competency and experience credit are determined by various academic departments.

Major course requirements for RNs working towards a baccalaureate degree differ and are listed separately below. All other requirements (special requirements, academic requirements, Major-Related requirements, and electives) are the same as for the basic baccalaureate program.

Total hours required for degree: 128
Programs of Study

SPECIAL REQUIREMENT
The student in nursing is required to achieve a minimum of C in each major and natural science major-related course.

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

Major Course Requirements (basic baccalaureate)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 101</td>
<td>Introduction to Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 201</td>
<td>Health Assessment and the Nursing Process</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 206</td>
<td>Fundamentals of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 206C</td>
<td>Fundamentals of Nursing Practice—Clinical</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 311C</td>
<td>Professional Nursing Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>Nursing 334</td>
<td>Nursing Care of the Adult I</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 334C</td>
<td>Nursing Care of the Adult I—Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 336</td>
<td>Nursing Care of the Chronically</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 336C</td>
<td>Nursing Care of the Chronically—Clinical</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 372</td>
<td>Childbearing Family Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 372C</td>
<td>Childbearing Family Nursing—Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 375</td>
<td>Psychiatric/Mental Health Nursing—Clinical</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 375C</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 435</td>
<td>Nursing Care of the Adult II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 435C</td>
<td>Nursing Care of the Adult II—Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 447</td>
<td>Childrearing Family Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 447C</td>
<td>Childrearing Family Nursing—Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 472</td>
<td>Trends and Issues in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 474</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 474C</td>
<td>Community Health Nursing—Clinical</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 475</td>
<td>Nursing Management in the Community</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 475C</td>
<td>Nursing Management in the Community—Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nursing 478</td>
<td>Critical Care Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total hours required for degree: 128
Nursing Electives (open to any major)

- Nursing 361 Theoretical Bases for Professional Forensic Nursing: 3, 2, 3, 4
- Nursing 365 Forensic Psychiatric/Mental Health Nursing: 3, 2, 3, 4

Major in Occupational Therapy

**Health and Human Studies Division** *(Bachelor of Science Degree)*

The program proposal for a master of science degree in occupational therapy has been approved by the New York State Education Department and will be implemented during the 2002-2003 academic year. At this time, no new students are allowed to enter the bachelor of science in occupational therapy major. All students currently enrolled in the program must complete all requirements by December 31, 2006 in order to graduate from an accredited undergraduate program.

Occupational therapists are skilled members of the professional team of health care workers who help people of all ages who need specialized assistance to lead satisfying lives at the highest possible level of independence.

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. To be considered for acceptance, students must complete all nursing courses with a minimum grade of C. Students may be selected for the program based on interview and committee recommendation. The occupational therapy faculty is required before a student will be accepted for field work (Levels I and II) at a 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. Students must complete all pre-professional 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. It is necessary to practice; however, statelicenses 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

**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.

**Major-Related Requirements** *(for both basic baccalaureate and RN to BS completion)*

(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 211 General Chemistry I: 4, 1, 2
- Health Studies 245 Human Development Across the Life Span or Life Span Developmental Psychology: 3, 1, 2
- Health Studies 445 Clinical Research: 3, 4
- Philosophy 107 Ethics or Professional Ethics: 3, 2, 3
- Psychology 101 Introduction to Psychology: 3, 1, 2
- Sociology 151 Human Society: 3, 1, 2
- Mathematics 112 Basic Statistics: 2, 3
- or Psychology/Sociology 211 Statistics in the Behavioral Sciences: 3, 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.
Nursing Electives (open to any major)
Nursing 361 Theoretical Bases for Professional Forensic Nursing ........................................ 3 2,3,4
Nursing 365 Forensic Psychiatric/Mental Health Nursing ........................................ 3 2,3,4

Major in Occupational Therapy
Health and Human Studies Division (Bachelor of Science Degree)

The program proposal for a master of science degree in occupational therapy has been approved by the New York State Education Department and will be implemented during the 2002-2003 academic year. At this time, no new students are allowed to enter the bachelor of science in occupational therapy major. All students currently enrolled in the program must complete all requirements by December 31, 2006 in order to graduate from an accredited undergraduate program.

Occupational therapists are skilled members of the professional team of health care workers who help people of all ages who need specialized assistance to lead satisfying lives at the highest possible level of independence.

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. This includes but is not limited to the following:

- Critical thinking
- Interpersonal skills
- Effective communication
- Problem-solving

In order to be accepted for field work, a student must complete all academic requirements and pass all examinations. The occupational therapy faculty is required before a student will be accepted for field work (Levels I and II) at a 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. Health screening and periodic 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 ... 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 REQUIREMENTS

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 Studies in order to continue in sequential courses and to meet the graduation requirements of the program.
## Academic Requirements (see also page 16)

### Core

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

### Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 101</td>
<td>Survey of Occupational Therapy</td>
<td>1</td>
</tr>
<tr>
<td>OT 272</td>
<td>Theory and Foundations of Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>OT 281</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>OT 321</td>
<td>Preparation for Fieldwork Level IA</td>
<td>0</td>
</tr>
<tr>
<td>OT 324</td>
<td>Physiological and Sensorimotor Assessment</td>
<td>2</td>
</tr>
<tr>
<td>OT 325</td>
<td>Physiological and Sensorimotor Intervention</td>
<td>4</td>
</tr>
<tr>
<td>OT 331</td>
<td>Preparation for Fieldwork Level IB</td>
<td>0</td>
</tr>
<tr>
<td>OT 335</td>
<td>Activity Analysis and Skills</td>
<td>3</td>
</tr>
<tr>
<td>OT 341</td>
<td>Psychosocial and Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>OT 342</td>
<td>Psychosocial and Cognitive Intervention</td>
<td>3</td>
</tr>
<tr>
<td>OT 375</td>
<td>Environmental Assessment and Intervention</td>
<td>2</td>
</tr>
<tr>
<td>OT 421</td>
<td>Preparation for Fieldwork Level II</td>
<td>0</td>
</tr>
<tr>
<td>OT 422</td>
<td>Fieldwork Level I</td>
<td>1</td>
</tr>
<tr>
<td>OT 331</td>
<td>Preparation for Fieldwork Level IB</td>
<td>0</td>
</tr>
<tr>
<td>OT 341</td>
<td>Psychosocial and Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>OT 342</td>
<td>Psychosocial and Cognitive Intervention</td>
<td>3</td>
</tr>
<tr>
<td>OT 375</td>
<td>Environmental Assessment and Intervention</td>
<td>2</td>
</tr>
<tr>
<td>OT 421</td>
<td>Preparation for Fieldwork Level II</td>
<td>0</td>
</tr>
<tr>
<td>OT 422</td>
<td>Fieldwork Level I</td>
<td>1</td>
</tr>
<tr>
<td>OT 331</td>
<td>Preparation for Fieldwork Level IB</td>
<td>0</td>
</tr>
<tr>
<td>OT 341</td>
<td>Psychosocial and Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>OT 342</td>
<td>Psychosocial and Cognitive Intervention</td>
<td>3</td>
</tr>
<tr>
<td>OT 421</td>
<td>Preparation for Fieldwork Level II</td>
<td>0</td>
</tr>
<tr>
<td>OT 422</td>
<td>Fieldwork Level I</td>
<td>1</td>
</tr>
<tr>
<td>OT 331</td>
<td>Preparation for Fieldwork Level IB</td>
<td>0</td>
</tr>
<tr>
<td>OT 341</td>
<td>Psychosocial and Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>OT 342</td>
<td>Psychosocial and Cognitive Intervention</td>
<td>3</td>
</tr>
<tr>
<td>OT 375</td>
<td>Environmental Assessment and Intervention</td>
<td>2</td>
</tr>
<tr>
<td>OT 421</td>
<td>Preparation for Fieldwork Level II</td>
<td>0</td>
</tr>
<tr>
<td>OT 422</td>
<td>Fieldwork Level I</td>
<td>1</td>
</tr>
</tbody>
</table>

### Major-Related Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 201</td>
<td>Gross Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>OT 202</td>
<td>Neuroanatomy and Neurophysiology</td>
<td>2</td>
</tr>
<tr>
<td>OT 151</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>OT 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OT 211</td>
<td>Statistics in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>OT 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OT 151</td>
<td>Human Society</td>
<td>3</td>
</tr>
<tr>
<td>Phil 107*</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 108*</td>
<td>Professional Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

*Some students may be granted permission to substitute Occupational Therapy 491-Seminar: Issues and Ethics in Practice (1).

### 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: Students wishing information about the occupational therapy retention policy should consult with their 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)*

The program proposal for a master of science degree in occupational therapy has been approved by the New York State Education Department and will be implemented during the 2002-2003 academic year. At this time, no new students are allowed to enter the bachelor of science in occupational therapy major. All students currently enrolled in the program must complete all requirements by December 31, 2006 in order to graduate from an accredited undergraduate program.

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 prerequisites 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
**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>Core</th>
<th>Major Course Requirements</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>34–55</td>
<td>Occupational Therapy 101 Survey of Occupational Therapy</td>
<td>Biology 202 Neuroanatomy and Neurophysiology</td>
<td>4 2</td>
</tr>
<tr>
<td>1 1</td>
<td>Occupational Therapy 272 Theory and Foundations of Occupational Therapy</td>
<td>Physics 151 General Physics I</td>
<td>4 2</td>
</tr>
<tr>
<td>2 2</td>
<td>Occupational Therapy 281 Kinesiology</td>
<td>Psychology 101 Introduction to Psychology</td>
<td>3 1</td>
</tr>
<tr>
<td>3 2</td>
<td>Occupational Therapy 321 Preparation for Fieldwork Level I A</td>
<td>Psychology 211 Statistics in the Behavioral Sciences</td>
<td>3 2</td>
</tr>
<tr>
<td>0</td>
<td>Occupational Therapy 324 Physiological and Sensorimotor Assessment</td>
<td>Psychology 361 Abnormal Psychology</td>
<td>3 2</td>
</tr>
<tr>
<td>2 3</td>
<td>Occupational Therapy 325 Physiological and Sensorimotor Intervention</td>
<td>Sociology 151 Human Society</td>
<td>3 1</td>
</tr>
<tr>
<td>4 3</td>
<td>Occupational Therapy 331 Preparation for Fieldwork Level I B</td>
<td>Philosophy 107* Ethics</td>
<td>3 4</td>
</tr>
<tr>
<td>0</td>
<td>Occupational Therapy 335 Activity Analysis and Skills</td>
<td>or Philosophy 108* Professional Ethics</td>
<td>3 4</td>
</tr>
<tr>
<td>3 3</td>
<td>Occupational Therapy 341 Psychosocial and Cognitive Assessment</td>
<td>*Some students may be granted permission to substitute Occupational Therapy 491-Seminar: Issues and Ethics in Practice (1).</td>
<td></td>
</tr>
<tr>
<td>3 3</td>
<td>Occupational Therapy 342 Psychosocial and Cognitive Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 3</td>
<td>Occupational Therapy 375 Environmental Assessment and Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 3</td>
<td>Occupational Therapy 421 Preparation for Fieldwork Level II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Occupational Therapy 422 Fieldwork Level I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 4</td>
<td>Occupational Therapy 435 Special Populations: Children and Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 4</td>
<td>Occupational Therapy 436 Special Populations: Workers and the Elderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 4</td>
<td>Occupational Therapy 448 Organization, Administration, and Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 4</td>
<td>Occupational Therapy 454 Fieldwork Level IIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 4</td>
<td>Occupational Therapy 455 Fieldwork Level IIB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major-Related Course Requirements**

(See also page 16)

Health Studies 207 Clinical Subjects: General Medicine and Pediatrics | 3 2
Health Studies 245 Human Development Across the Life Span | 3 1
Health Studies 298 Clinical Subjects: Orthopedics and Neurology | 3 2
Health Studies 445 Clinical Research | 3 4
Biology 101, 102 Human Anatomy and Physiology I & II | 8 1
Biology 201 Gross Anatomy | 4 2

**Note:** Students wishing information about the occupational therapy retention policy should consult with their 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)

The program proposal for a master of science degree in occupational therapy has been approved by the New York State Education Department and will be implemented during the 2002-2003 academic year. At this time, no new students are allowed to enter the bachelor of science in occupational therapy major. All students currently enrolled in the program must complete all requirements by December 31, 2006 in order to graduate from an accredited undergraduate program.

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 at 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 REQUIREMENTS**

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 ALSO PAGE 16)**

<table>
<thead>
<tr>
<th>Credit Term Hours Taken</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>3 1</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Credit Term Hours Taken</th>
<th>Occupational Therapy 281 Kinesiology</th>
<th>3 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occupational Therapy 292 Medical Problems and Implications</td>
<td>3 2</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 301 Theory in Practice of Occupational Therapy I</td>
<td>2 1</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 302 Theory in Practice of Occupational Therapy II</td>
<td>2 2</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 351 Sensorimotor Determinants and Assessment</td>
<td>4 3</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 352 Psychosocial Determinants and Assessment</td>
<td>2 3</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 353 Sociocultural Determinants and Assessment</td>
<td>2 3</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 354 Cognitive Determinants and Assessment</td>
<td>2 3</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 355 Physiological Determinants and Assessment</td>
<td>1 4</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 415 Restorative Intervention</td>
<td>6 4</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 416 Psychosocial Intervention</td>
<td>3 4</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 417 Environmental Determinants/Adaptive Intervention</td>
<td>2 4</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 448 Organization and Administration</td>
<td>3 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 461 Synthesis: Practice with Children</td>
<td>2 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 462 Synthesis: Practice with the Elderly</td>
<td>1 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 464 Synthesis: Practice with Workers</td>
<td>1 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 466 Synthesis: Practice in the Schools</td>
<td>1 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 491 Seminar: Issues and Ethics in Practice</td>
<td>1 5</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy 498 Clinical Affiliation</td>
<td>6 6</td>
</tr>
</tbody>
</table>

---

**Major-Related Course Requirements**

<table>
<thead>
<tr>
<th>Credit Term Hours Taken</th>
<th>Biology 201 Gross Anatomy</th>
<th>4 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biology 202 Neuroanatomy and Neurophysiology</td>
<td>4 2</td>
</tr>
<tr>
<td></td>
<td>Health Studies 445 Clinical Research</td>
<td>3 5</td>
</tr>
<tr>
<td></td>
<td>Psychology 211 Statistics in the Behavioral Sciences</td>
<td>3 1</td>
</tr>
</tbody>
</table>

---

**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.

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

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

**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:
   Philosophy 103 Problems in Philosophy | 1,2 |
   Philosophy 104 Philosophy of Religion | 1,2 |

C. One of the following:
   Philosophy 107 Ethics | 1,2 |
   Philosophy 108 Professional Ethics | 1,2 |
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 REQUIREMENTS**

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 ALSO PAGE 16)**

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

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Medical Problems and Implications</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Theory in Practice of Occupational Therapy I</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Theory in Practice of Occupational Therapy II</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sensorimotor Determinants and Assessment</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Psychosocial Determinants and Assessment</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sociocultural Determinants and Assessment</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cognitive Determinants and Assessment</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Physiological Determinants and Assessment</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Restorative Intervention</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Psychosocial Intervention</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Determinants/Adaptive Intervention</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Organization and Administration</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis: Practice with Children</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis: Practice with the Elderly</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis: Practice with Workers</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis: Practice in the Schools</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Seminar: Issues and Ethics in Practice</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Affiliation</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major-Related Course Requirements**

| Biology 201 | Gross Anatomy | 4 | 1 |
| Biology 202 | Neuroanatomy and Neurophysiology | 4 | 2 |
| Health Studies 445 | Clinical Research | 3 | 5 |
| Psychology 211 | Statistics in the Behavioral Sciences | 3 | 1 |

**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.

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

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

<table>
<thead>
<tr>
<th>Major Course Requirements</th>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History of Ancient Philosophy</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>History of Modern Philosophy</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Theories of Knowledge</td>
<td>3</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Political Ethics</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Readings in Philosophy</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**B. One of the following:**

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in Philosophy</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>1,2</td>
<td></td>
</tr>
</tbody>
</table>

**C. One of the following:**

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Credit</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td>1,2</td>
<td></td>
</tr>
</tbody>
</table>
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

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 ........................................... 9

Total credit hours required for minor: 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.

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

The B.A. in physics is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law, management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

The B.S. in physics is designed for students who wish to practice applied physics or research engineering in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

The 2-2 transfer option in engineering provides the basic courses typically found in the first two years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science, mathematics, and introductory engineering at Utica College. After two years, students transfer to an engineering school to complete their work at the junior-senior level, and they will receive their degree from that institution. Utica College students have successfully transferred into engineering programs at Syracuse, Clarkson, RIT, and Union among others.

The 3-2 transfer option in engineering is similar to the 2-2 program but includes another year of study at Utica College in which students take more physics, math, and core courses for a total of at least 96 hours. This additional course work, students will transfer to an engineering school and 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.

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

One of the following: ........................................... 3
  Philosophy 101  Critical Thinking  1,2
  Philosophy 103  Problems in Philosophy  1,2

One of the following: ........................................... 3
  Philosophy 105  History of Ancient Philosophy  1,2
  Philosophy 106  History of Modern Philosophy

One of the following: ........................................... 3
  Philosophy 107  Ethics  1,2
  Philosophy 108  Professional Ethics

Three philosophy courses at the 300- or 400-level  ...  9  2,3
Philosophy 400  Advanced Topics in Philosophy  ...  3  21
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 .................................. 9

Total credit hours required for minor: 21

(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

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.

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

The B.A. in physics is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law, management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

The B.S. in physics is designed for students who wish to practice applied physics or research engineering in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

The 2-2 transfer option in engineering provides the basic courses typically found in the first two years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science, mathematics, and introductory engineering at Utica College. After two years, students transfer to an engineering school to complete their work at the junior-senior level, and they will receive their degree from that institution. Utica College students have successfully transferred into engineering programs at Syracuse, Clarkson, RIT, and Union among others.

The 3-2 transfer option in engineering is similar to the 2-2 program but includes another year of study at Utica College in which students take more physics, math, and core courses for a total of at least 96 hours. With this additional course work, students will transfer to an engineering school where they will take junior level engineering courses. Upon the completion of 32 hours at the transfer college (and receipt of an official transcript), students will earn a B.A. in physics from Utica College. When the students have satisfied the requirements from the engineering school, typically after another year of study there, they will earn a second degree, in engineering. In effect, one year of college work counts for the degree at two institutions, and students will have a liberal arts degree in addition to the engineering degree. This degree should be considered by those seeking a career in technical management.
COMMON ACADEMIC REQUIREMENTS FOR PHYSICS AND ENGINEERING (SEE ALSO PAGE 16)

Credit Year
Core Hours Taken

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 Computers in Physics & Engineering ... 3 2
Engineering 225 Statics & Dynamics ....................... 4 2
Engineering 351 Electrical Engineering .................... 4 2

23

Major-Related Course Requirements
Mathematics 201 Calculus I .................................... 3 1
Mathematics 202 Calculus II .................................. 3 1
Mathematics 301 Calculus III .................................. 3 2
Mathematics 302 Calculus IV .................................. 3 2
Chemistry 211 General Chemistry I ......................... 4 (in core) 1
Chemistry 212 General Chemistry II ....................... 4 1
Computer Science 101 Computer Science I ................. 3 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 211 General Biology I
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
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.

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

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

Credit Year
Core Hours Taken

Major Course Requirements
Psychology 101 Introduction to Psychology ............... 3 1
Psychology 211 Statistics in the Behavioral Sciences ... 3 2
Psychology 312 Introduction to Experimental Methods in Psychology .................. 4 2,3
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

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.

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

Total credit hours required for degree: 120

Academic Requirements (see also page 16)

Core............................................................................................................. 34–55

Major Course Requirements

Psychology 101  Introduction to Psychology .................. 3 1
Psychology 211  Statistics in the Behavioral Sciences ... 3 2
Psychology 312  Introduction to Experimental Methods in Psychology .................. 4 2,3
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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology Electives

To be selected from at least four of the following five categories.

Clinical
- Psychology 311: Psychological Testing and Assessment
- Psychology 311L: Laboratory in Psychological Testing
- Psychology 361: Abnormal Psychology
- Psychology 462: Theories of Personality

Developmental
- Psychology 223: Life Span Developmental Psychology
- Psychology 321: Infancy and Childhood
- Psychology 322: Adolescence
- Psychology 327: Adulthood and Aging

Social/Cognitive
- Psychology 331: Social Psychology
- Psychology 331L: Laboratory in Social Psychology
- Psychology 337: Industrial and Organizational Psychology
- Psychology 354: Cognitive Psychology (includes laboratory)

Neuroscience
- Psychology 343: Sensory/Perceptual Processes
- Psychology 343L: Laboratory in Sensory/Perceptual Processes
- Psychology 347: Psychobiology

Learning
- Psychology 256: Principles of Behavior Change
- Psychology 351: Learning and Behavior (includes laboratory)
- Psychology 453: Theories of Learning

Senior Experience*
- Psychology 411: Senior Seminar
- Psychology 412: Research Seminar
- Psychology 470: Practicum in Psychology

Elective Sequence

Nine hours of related coursework approved by the student's adviser. Courses used in this sequence may not be used to fulfill the student's core requirements. Completion of a double major or a minor fulfills this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 461: History of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

One course from each category. At least one of these courses must include a psychology laboratory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 209: Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, Psychology 489-499, in lieu of the Psychology 411, 412, or 470 requirement. Consult your adviser and the catalog for other requirements.

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.
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

Required Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101 Introduction to Psychology 3</td>
</tr>
</tbody>
</table>

Psychology Electives

To be selected from at least four of the following five categories. 15

Clinical
- Psychology 311 Psychological Testing and Assessment
- Psychology 311L Laboratory in Psychological Testing
- Psychology 361 Abnormal Psychology
- Psychology 462 Theories of Personality

Developmental
- Psychology 223 Life Span Developmental Psychology
- Psychology 321 Infancy and Childhood
- Psychology 322 Adolescence
- Psychology 327 Adulthood and Aging

Social/Cognitive
- Psychology 331 Social Psychology
- Psychology 331L Laboratory in Social Psychology
- Psychology 337 Industrial and Organizational Psychology
- Psychology 354 Cognitive Psychology (includes laboratory)

Neuroscience
- Psychology 343 Sensory/Perceptual Processes
- Psychology 343L Laboratory in Sensory/Perceptual Processes
- Psychology 347 Psychobiology

Learning
- Psychology 256 Principles of Behavior Change
- Psychology 351 Learning and Behavior (includes laboratory)
- Psychology 453 Theories of Learning

Senior Experience*
- Psychology 411 Senior Seminar
- Psychology 412 Research Seminar
- Psychology 470 Practicum in Psychology

Psychology Electives

(May include Anthropology 375) 6

Elective Sequence

Nine hours of related coursework approved by the student’s adviser. Courses used in this sequence may not be used to fulfill the student’s core requirements. Completion of a double major or a minor fulfills this requirement. 9

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, Psychology 489-499, in lieu of the Psychology 411, 412, or 470 requirement. Consult your adviser and the catalog for other requirements.

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 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.

Students completing the B.S. in psychology-child life (either track) may be admitted directly into the M.S. program in childhood education if they meet predetermined criteria. Students should see the director of teacher education or the director of psychology-child life for further information.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

**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 471 | Introduction to Child Life Internship | 0 | 3,4 |
| Psychology 472 | Introduction to Child Life Internship | 0 | 4 |
| Psychology 475* | Child Life Internship | 12 | 4 |

### 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 | 3 | 2,3,4 |
| Sociology 252 | Racial and Cultural Minorities | 3 | 1,2 |

**Major-Related Concentration**

(Each major must select one of the following concentrations.)

**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:

- Criminal Justice 321 | Issues in Juvenile Justice | 3 |
- Psychology elective | 3 |

**CHILD LIFE SPECIALISTS**

| Anthropology 415 | Cultures, Health and Healing | 3 | 2,3 |
| Biology 101, 102 | Human Anatomy and Physiology I, II | 8 | 1 |
| Health Studies 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 | 3 | 4 |

**Electives**

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

*Students wishing information about the psychology-child life retention policy should consult with their academic adviser.*
The child life specialists concentration prepares students to meet the psychological needs of children and adolescents who are chronically or acutely ill. Child life specialists help ease the trauma of hospitalization by providing emotional support for patients and their families; structuring a program of therapeutic play and activities; working with parents; using knowledge of child development to enhance the hospital environment; and acting as the child’s and family’s advocate in the often confusing world of the hospital.

Specialized course work focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of disabled and hospitalized young people. The concentration culminates in an internship in a hospital or other health care facility. The program is based on the guidelines formulated by the professional organization of child life specialists—The Child Life Council.

The child 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.

Students completing the B.S. in psychology-child life (either track) may be admitted directly into the M.S. program in childhood education if they meet predetermined criteria. Students should see the director of teacher education or the director of psychology-child life for further information.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

<table>
<thead>
<tr>
<th><strong>Credit Year</strong></th>
<th><strong>Hours Taken</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core..................</td>
<td>34–55</td>
</tr>
<tr>
<td>Major Course Requirements</td>
<td></td>
</tr>
<tr>
<td>(Some of the following may be used to satisfy core requirements.)</td>
<td></td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology ..........</td>
</tr>
<tr>
<td>Psychology 321</td>
<td>Infancy and Childhood ...............</td>
</tr>
<tr>
<td>Psychology 322</td>
<td>Adolescence..........................</td>
</tr>
<tr>
<td>Psychology 256</td>
<td>Principles of Behavior Change.......</td>
</tr>
<tr>
<td>Psychology 272</td>
<td>Community Fieldwork .................</td>
</tr>
<tr>
<td>Psychology 361</td>
<td>Abnormal Psychology ..................</td>
</tr>
<tr>
<td>Psychology 366</td>
<td>Individuals with Disabilities ........</td>
</tr>
<tr>
<td>Psychology 373</td>
<td>Play as Curriculum ....................</td>
</tr>
<tr>
<td>Psychology 374</td>
<td>The Helping Relationship .............</td>
</tr>
<tr>
<td>Psychology 471</td>
<td>Introduction to Child Life Internship.</td>
</tr>
<tr>
<td>Psychology 472</td>
<td>Introduction to Child Life Internship.</td>
</tr>
<tr>
<td>Psychology 475*</td>
<td>Child Life Internship ................</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Major-Related Course Requirements**

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Year</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Arts 101</td>
<td>Interpersonal Communication ........</td>
<td>3</td>
</tr>
<tr>
<td>Education 314</td>
<td>Literature for Young Readers ..........</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 233</td>
<td>The Family...............................</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies 101</td>
<td>Introduction to Black Studies ..........</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 252</td>
<td>Racial and Cultural Minorities ..........</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 152</td>
<td>Recreational Activities and the Person</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major-Related Concentration**

(Each major must select one of the following concentrations.)

**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: | | |
- Criminal Justice 321 | Issues in Juvenile Justice | 3 |
- Psychology elective | | |
| **Total** | | | | | **19** |

**CHILD LIFE SPECIALISTS**

- Anthropology 415 | Cultures, Health and Healing | 3 | 2,3 |
- Biology 101, 102 | Human Anatomy and Physiology I, II | 8 | 1 |
- Health Studies 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 | 3 | 4 |
| **Total** | | | | | **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.

*Students wishing information about the psychology-child life retention policy should consult with their academic adviser.*
Major in Public Relations

Social Sciences and Management Division (Bachelor of Science Degree)

Public relations is a dynamic field that involves expertise in building and managing relationships between an organization and its specific publics or audiences such as employees, consumers, communities, and government. Public relations practitioners are highly sought after in business, government, education, sports, health care, and human service organizations.

Public relations professionals are skilled in counseling, problem solving, conflict resolution, writing, speaking, and campaign/event planning. Their efforts create understanding and acceptance of policies, decisions, products, and services that strengthen reputation and result in organizational success.

UC public relations majors are provided with a broad general education as well as specialized training in public relations principles and practices, research, strategic planning, writing, and media techniques. UC public relations graduates are working in all segments of the field: as public relations counselors and public relations firm executives; corporate communications directors and specialists; media relations and event planners; writers, editors, and desktop publishers; researchers and department heads for Fortune 500 companies; sports marketing and promotion; and fund raising and not-for-profit public relations.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 181</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Mass Communication</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 261</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newswriting</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 365</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publication Design</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 182</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 372</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publicity and Public Relations Writing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 375*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations Practicum</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topics in Public Relations or one additional major-related course</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 450*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field Work in Public Relations</td>
</tr>
<tr>
<td></td>
<td>3–6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 482</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cases and Problems in Public Relations</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

Major Electives

(Three courses should be selected from the following subjects.)

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
<th>Major Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Communication Arts 341</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Organizational Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication Arts 365</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Writing and Announcing for Radio/Television</td>
</tr>
</tbody>
</table>

Electives

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

*Students wishing information about the public relations retention policy should consult with their academic adviser.

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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 181</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 372</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publicity and Public Relations Writing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Relations 401</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Ethics in Contemporary Society</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 467</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications Law</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications in Business</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing 211</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing 311</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elements of Advertising</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government and Politics 215</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Opinion and Political Behavior</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology 237</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Dynamics</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Computer Science 117 Microcomputers and Application Software |

<table>
<thead>
<tr>
<th>Credit Year</th>
<th>Hours Taken</th>
<th>Major Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 262</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reporting</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 363</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magazine Article Writing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 364</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Editing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 372</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essentials of News Photography</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 376</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TV News Production</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism Studies 401</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Ethics in Contemporary Society</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

27–30
Major in Public Relations

Social Sciences and Management Division (Bachelor of Science Degree)

Public relations is a dynamic field that involves expertise in building and managing relationships between an organization and its specific publics or audiences such as employees, consumers, communities, and government. Public relations practitioners are highly sought after in business, government, education, sports, health care, and human service organizations.

Public relations professionals are skilled in counseling, problem solving, conflict resolution, writing, speaking, and campaign/event planning. Their efforts create understanding and acceptance of policies, decisions, products, and services that strengthen reputation and result in organizational success.

UC public relations majors are provided with a broad general education as well as specialized training in public relations principles and practices, research, strategic planning, writing, and media techniques. UC public relations graduates are working in all segments of the field: as public relations counselors and public relations firm executives; corporate communications directors and specialists; media relations and event planners; writers, editors, and desktop publishers; researchers and department heads for Fortune 500 companies; sports marketing and promotion; and fund raising and not-for-profit public relations.

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Mass Communication</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Newswriting</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Publication Design</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Introduction to Public Relations</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Publicity and Public Relations Writing</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Topics in Public Relations or one additional major-related course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Field Work in Public Relations</td>
<td>3–6</td>
<td>4</td>
</tr>
<tr>
<td>Cases and Problems in Public Relations</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>

Major Electives

(Three courses should be selected from the following subjects.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Writing and Announcing for Radio/Television</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Electives

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

*Students wishing information about the public relations retention policy should consult with their 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

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

Major Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Public Relations</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Publicity and Public Relations Writing</td>
<td>3</td>
<td>3,4</td>
</tr>
</tbody>
</table>
Students may select either the General Social Studies Concentration or the Teacher Education Concentration. Students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

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

**Major Course Requirements**

One of the following courses:
- Sociology/Psychology 211 Statistics in the Behavioral Sciences
- Mathematics 112 Basic Statistics
- Sociology 376 Criminological Research Methods
- Sociology 312 Social Science Research Methods
- History 455 Historical Methods
- Economics 475 Research Methods in Economics

**General Social Studies Concentration**

Electives in courses in Anthropology, Geography, History, International Studies, Government and Politics, Philosophy, Sociology, and Social Studies at the 200-level or above. 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

**Teacher Education Concentration**

One of the following:
- History 204 America Before the Twentieth Century
- History 205 America in the Twentieth Century
- Sociology 252 Racial and Cultural Minorities
- Anthropology 251 Native American Culture and History
- History 311 History of New York State
- History 312 American Immigration and Migration
- History 343 Modern Japan
- History 344 Modern China

**Major Electives**

Select at least two courses from the following:
- Journalism Studies 363 Magazine Article Writing
- Journalism Studies 371 Advanced Reporting Techniques
- Journalism Studies 372 Essentials of News Photography
- Journalism Studies 374 Sportswriting
- Journalism Studies 376 TV News Production
- Journalism Studies 381 Censorship
- Journalism Studies 400 Topics in Journalism Studies
- Journalism Studies 401 Media Ethics in Contemporary Society
- Journalism Studies 462 Computer-Assisted Reporting
- Public Relations 400 Topics in Public Relations

**Electives**

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

*Students wishing information about the public relations-journalism studies retention policy should consult with their academic adviser.

**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. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.
Students may select either the General Social Studies Concentration or the Teacher Education Concentration. Students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

Total credit hours required for degree: 120

**ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)**

**Credit Year Hours Taken**

| Core | 34–55 |

**Major Course Requirements**

One of the following courses:

- Sociology/Psychology 211 Statistics in the Behavioral Sciences
- Mathematics 112 Basic Statistics
- Sociology 376 Criminological Research Methods
- Sociology 312 Social Science Research Methods
- History 455 Historical Methods
- Economics 475 Research Methods in Economics

**General Social Studies Concentration**

Electives in courses in Anthropology, Geography, History, International Studies, Government and Politics, Philosophy, Sociology, and Social Studies at the 200-level or above. 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:

- Spanish 247
- French 247
- Biology 221
- English 313, Film 303, 304

**Teacher Education Concentration**

- History 204 America Before the Twentieth Century
- History 205 America in the Twentieth Century
- One of the following:
  - Sociology 252 Racial and Cultural Minorities
  - Anthropology 251 Native American Culture and History
- One of the following:
  - History 311 History of New York State
  - History 312 American Immigration and Migration
- One of the following:
  - History 343 Modern Japan
  - History 344 Modern China

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

- History 266 Modern Europe 
- Government & Politics 261 International Relations 
- Government & Politics 271 European Politics

One of the following:

- Government & Politics 333 American Public Policy
- Government & Politics 365 American Foreign Policy
- Government & Politics 368 International Political Economy

Fifteen additional credit hours in social science courses at the 200-level or above. (Up to 9 of these should be in History in order to bring the credit hours in History in the student's total curriculum to 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.

Major-Related Course Requirements
Select one of the following sets of major related course requirements: General Concentration or Teacher Education Concentration. Students who are pursuing certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

GENERAL CONCENTRATION
Students who complete a minor in Gender Studies, Government, History, Human Rights, or Philosophy are exempted from the General Concentration major related requirements.

Courses at the 200-level or above in Economics, Geography, Government and Politics, History, International Studies, Philosophy 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 either English 313 (American Social Dialects) or English 318 (Introduction to Linguistics).

TEACHER EDUCATION CONCENTRATION
Students who complete the minor in History are exempted from the Teacher Education Concentration major related requirements. [Note: students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must have at least 21 credit hours in History in their total curriculum, only 12 of which will be satisfied by this concentration.]

- History 204 America Before the Twentieth Century
- History 205 America in the Twentieth Century
- A course in European history

A course in Non-Western history

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.

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

Total credit hours required for degree: 120

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

Core

Major Course Requirements

- Anthropology 101 Introduction to Cultural Anthropology
- Sociology 151 Human Society
- Anthropology 205 Human Beings in Evolutionary Perspective
- Sociology/Psychology 211 Statistics in the Behavioral Sciences
- Mathematics 112 Basic Statistics
- Sociology 312 Social Science Research Methods
- Sociology 405 Sociological Theory

Anthropology and Sociology electives (15 hours; at least six credit hours from each field)

Students pursuing social studies teacher certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select either Anthropology 251 or Sociology 252 as one elective.

Major-Related Course Requirements

Select one of the following sets of major-related course requirements: General Concentration or Teacher Education Concentration. Students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

GENERAL CONCENTRATION
A course in Non-Western history .......................... 3

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.

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

Total credit hours required for degree: 120

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-Related Course Requirements

Select one of the following sets of major related course requirements: General Concentration or Teacher Education Concentration. Students who are pursuing certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

GENERAL CONCENTRATION

Students who complete a minor in Gender Studies, Government, History, Human Rights, or Philosophy are exempted from the General Concentration major related requirements.

Courses at the 200-level or above in Economics, Geography, Government and Politics, History, International Studies, Philosophy 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 either English 313 (American Social Dialects) or English 318 (Introduction to Linguistics) .......................... 12 2,3,4

TEACHER EDUCATION CONCENTRATION

Students who complete the minor in History are exempted from the Teacher Education Concentration major related requirements. [Note: students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must have at least 21 credit hours in History in their total curriculum, only 12 of which will be satisfied by this concentration.]

History 204 America Before the Twentieth Century 3
History 205 America in the Twentieth Century .... 3
A course in European history .......................... 3

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 101 Introduction to Cultural Anthropology</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Sociology 151 Human Society</td>
<td>3</td>
<td>1,2</td>
</tr>
<tr>
<td>Anthropology 205 Human Beings in Evolutionary Perspective</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Sociology/Psychology 211 Statistics in the Behavioral Sciences or Mathematics 112 Basic Statistics</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Sociology 312 Social Science Research Methods</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Sociology 405 Sociological Theory</td>
<td>3</td>
<td>3,4</td>
</tr>
<tr>
<td>Anthropology and Sociology electives (15 hours; at least six credit hours from each field)</td>
<td>15</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Students pursuing social studies teacher certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select either Anthropology 251 or Sociology 252 as one elective.

Major-Related Course Requirements

Select one of the following sets of major-related course requirements: General Concentration or Teacher Education Concentration. Students who are pursuing certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must select the Teacher Education Concentration.

GENERAL CONCENTRATION

A course in Non-Western history .......................... 3
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 Studies, criminal justice, international studies, international business, government and politics, psychology, and education).

Total credit hours required for minor: 15
Prerequisite: Spanish 202 or equivalent.

Required Courses
Spanish 227  Spoken Spanish I 3
Spanish 237  Spanish Composition and Grammar Review 3
Spanish 247  Introduction to Spanish Culture 3
Spanish 288  Introduction to Literature in Spanish 3

Related Requirements*
One of the following courses: 3
Anthropology/English 351 (Language and Culture)
History 266 Modern Europe
Government and Politics 271 European Politics

*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

The minor in theatre covers both aspects of production and performance (acting, design, directing) and the history and literature of the theatre. There are opportunities for performance and production both as a cocurricular activity and for credit. In addition to broadening a student's understanding of the field of theatre, a minor is also particularly useful to educators, lawyers, and anyone in the communication field.

Total credit hours required for minor: 21

Required Courses
Theatre 115  Introduction to Theatre 3
Theatre 136  Elements of Acting 3
Theatre 333  Production in the Theatre 3

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 Studies, criminal justice, and psychology.

Total credit hours required for minor: 18

Required Courses
Sociology 151  Human Society 3
Sociology 312  Social Science Research Methods 3
Sociology 405  Sociological Theory 3
Sociology Electives 12

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 Education

Students who complete a minor in Gender Studies, Government, History, Human Rights, or Philosophy are exempted from the General Concentration major-related requirements.

Courses at the 200-level or above in Economics, Geography, Government and Politics, History, International Studies, Philosophy 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 either English 313 (American Social Dialects) or English 318 (Introduction to Linguistics). 12

TEACHER EDUCATION CONCENTRATION

Students who complete the minor in History are exempted from the Teacher Education Concentration major-related requirements. [Note: students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must have at least 21 credit hours in History in their total curriculum, only 12 of which will be satisfied by this concentration.]

History 204  America Before the Twentieth Century 3
History 205  America in the Twentieth Century 3
A course in European history 3
A course in Non-Western history 3

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.
Students who complete a minor in Gender Studies, Government, History, Human Rights, or Philosophy are exempted from the General Concentration major-related requirements.

Courses at the 200-level or above in Economics, Geography, Government and Politics, History, International Studies, Philosophy 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 either English 313 (American Social Dialects) or English 318 (Introduction to Linguistics) 

2,3,4

**TEACHER EDUCATION CONCENTRATION**

Students who complete the minor in History are exempted from the Teacher Education Concentration major-related requirements. [Note: students who are pursuing social studies certification in middle childhood (grades 5-9) or adolescence (grades 7-12) must have at least 21 credit hours in History in their total curriculum, only 12 of which will be satisfied by this concentration.]

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 204 America Before the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>History 205 America in the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>A course in European history</td>
<td>3</td>
</tr>
<tr>
<td>A course in Non-Western history</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

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

**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 Studies, criminal justice, and psychology.

Total credit hours required for minor: 18

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 151 Human Society</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 312 Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 405 Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>Sociology Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**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 Studies, criminal justice, international studies, international business, government and politics, psychology, and education).

Total credit hours required for minor: 15

Prerequisite: Spanish 202 or equivalent.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 227 Spoken Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 237 Spanish Composition and Grammar Review</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 247 Introduction to Spanish Culture</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 288 Introduction to Literature in Spanish</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Related Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology/English 351 Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>English 318 Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>History 266 Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>Government and Politics 271 European Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

**Minor in Theatre**

**Arts and Sciences Division**

The minor in theatre covers both aspects of production and performance (acting, design, directing) and the history and literature of the theatre. There are opportunities for performance and production both as a cocurricular activity and for credit. In addition to broadening a student's understanding of the field of theatre, a minor is also particularly useful to educators, lawyers, and anyone in the communication field.

Total credit hours required for minor: 21

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre 115 Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 136 Elements of Acting</td>
<td>3</td>
</tr>
<tr>
<td>Theatre 333 Production in the Theatre</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
Major Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Recreation 101</td>
<td>Introduction to Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 106</td>
<td>History and Philosophy of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 152</td>
<td>Recreational and Adventure Activities</td>
<td>4</td>
</tr>
<tr>
<td>Therapeutic Recreation 156</td>
<td>Recreational Services and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 301</td>
<td>Outdoor Recreational Pursuits</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 302</td>
<td>Leisure Counseling: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 303</td>
<td>Therapeutic Recreation Program Design and Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 352</td>
<td>Assessment and Evaluation in Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>Therapeutic Recreation 401*</td>
<td>Internship in Therapeutic Recreation</td>
<td>12</td>
</tr>
<tr>
<td>Therapeutic Recreation 406</td>
<td>Organization, Administration, and Supervision in Therapeutic Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

Major-Related Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101, 102</td>
<td>Human Anatomy and Physiology I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 105</td>
<td>Applied Techniques in Emergency Care</td>
<td>2</td>
</tr>
<tr>
<td>Health Studies 245</td>
<td>Human Development Across the Life Span</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 223</td>
<td>Human Development Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>Health Studies 445</td>
<td>Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 237</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Music, Theatre, Art electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 124 required must be in the liberal arts and sciences.

Suggested Minors

<table>
<thead>
<tr>
<th>Minor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>21</td>
</tr>
<tr>
<td>Gerontology</td>
<td>15</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>18</td>
</tr>
</tbody>
</table>

*Students wishing information about the therapeutic recreation retention policy should consult with their academic adviser.
Four of the following courses
All-College 377 London Learning Experience ............. 3
English 367 Shakespearean Drama .................... 3
English/Theatre 375 Literature of the Theatre .......... 3
Theatre 130 Practicum* .................................. 3
Theatre 340 Theatre Workshop* .......................... 1-3
Theatre 336 Advanced Acting ............................. 3
Theatre 400 Topics in Theatre .............................. 3
Theatre 441 Directing in the Theatre ..................... 3
Theatre 455 & 456 Theatre History I & II ............ 3

Total credit hours required for degree: 124

No more than 3 credits of Theatre 130 and 340 can count towards the minor.

Major in Therapeutic Recreation
Health and Human Studies Division (Bachelor of Science Degree)

Therapeutic recreation at Utica College is one of a very few nation-wide programs designed specifically to educate students to be therapeutic recreation specialists. The curriculum combines liberal arts components with professional preparation courses and “hands-on” experiences. The courses have been uniquely designed to provide every student with in-depth knowledge of technical and theoretical skills essential for entry-level professional competence.

Therapeutic recreation is a human service profession that focuses on providing care to individuals who have cognitive, physical, psychological, or social needs. The specialist possesses recreational activity and facilitation skills that he or she utilizes to bring about a change in the individual. The therapist will employ skills based upon consumer needs and the service provided will be treatment, leisure education, and/or recreation participation. Therapeutic recreation graduates work in rehabilitation centers, psychiatric hospitals, long-term care facilities, penal institutions, senior centers, drug and alcohol rehabilitation facilities, nursing homes, community recreation, children and youth centers, and day treatment centers.

Total credit hours required for degree: 124

SPECIAL REQUIREMENTS

The student in therapeutic recreation is required to achieve a minimum of C in each major course, a C average in major-related courses, and at least a B in the internship experience. Students must comply with the internship site rules and regulations regarding physical examinations and immunizations. Malpractice insurance is required for an internship course.

ACADEMIC REQUIREMENTS (SEE ALSO PAGE 16)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 304</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 311</td>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

Any three of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 307</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 308</td>
<td>Advanced Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>English 315</td>
<td>Writing in the Professions</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 261</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 262</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>Journalism Studies 363</td>
<td>Magazine Article Writing</td>
<td>3</td>
</tr>
<tr>
<td>Management 222</td>
<td>Communications in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 9
## COURSES OF INSTRUCTION*

<table>
<thead>
<tr>
<th>Course</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>224</td>
</tr>
<tr>
<td>Aerospace Studies</td>
<td>225</td>
</tr>
<tr>
<td>All-College</td>
<td>226</td>
</tr>
<tr>
<td>Anthropology</td>
<td>227</td>
</tr>
<tr>
<td>Biology</td>
<td>228</td>
</tr>
<tr>
<td>Business (see Management)</td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td>232</td>
</tr>
<tr>
<td>Chemistry</td>
<td>232</td>
</tr>
<tr>
<td>Chinese</td>
<td>234</td>
</tr>
<tr>
<td>Communication (see Communication Arts, Journalism Studies, or Public Relations)</td>
<td></td>
</tr>
<tr>
<td>Communication Arts</td>
<td>234</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>236</td>
</tr>
<tr>
<td>Computer Science</td>
<td>236</td>
</tr>
<tr>
<td>Construction Management</td>
<td>238</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>240</td>
</tr>
<tr>
<td>Economics</td>
<td>242</td>
</tr>
<tr>
<td>Education</td>
<td>244</td>
</tr>
<tr>
<td>Engineering</td>
<td>246</td>
</tr>
<tr>
<td>English</td>
<td>246</td>
</tr>
<tr>
<td>Film</td>
<td>249</td>
</tr>
<tr>
<td>Finance</td>
<td>250</td>
</tr>
<tr>
<td>Fine Arts (See also Music and Theatre)</td>
<td>250</td>
</tr>
<tr>
<td>French</td>
<td>251</td>
</tr>
<tr>
<td>Geology</td>
<td>251</td>
</tr>
<tr>
<td>German</td>
<td>252</td>
</tr>
<tr>
<td>Gerontology</td>
<td>253</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>253</td>
</tr>
<tr>
<td>Health Studies</td>
<td>257</td>
</tr>
<tr>
<td>History</td>
<td>258</td>
</tr>
<tr>
<td>History and Philosophy of Science and Technology</td>
<td>260</td>
</tr>
<tr>
<td>Human Rights Advocacy</td>
<td>260</td>
</tr>
<tr>
<td>Humanities</td>
<td>261</td>
</tr>
<tr>
<td>Insurance</td>
<td>261</td>
</tr>
<tr>
<td>International Studies</td>
<td>261</td>
</tr>
<tr>
<td>Italian</td>
<td>262</td>
</tr>
<tr>
<td>Journalism Studies</td>
<td>262</td>
</tr>
<tr>
<td>Management</td>
<td>264</td>
</tr>
<tr>
<td>Marketing</td>
<td>266</td>
</tr>
<tr>
<td>Mathematics</td>
<td>266</td>
</tr>
<tr>
<td>Military Science</td>
<td>269</td>
</tr>
<tr>
<td>Music</td>
<td>270</td>
</tr>
<tr>
<td>Nursing</td>
<td>270</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>273</td>
</tr>
<tr>
<td>Philosophy</td>
<td>277</td>
</tr>
<tr>
<td>Physical Education</td>
<td>278</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>278</td>
</tr>
<tr>
<td>Physics</td>
<td>279</td>
</tr>
<tr>
<td>Psychology</td>
<td>281</td>
</tr>
<tr>
<td>Public Relations</td>
<td>286</td>
</tr>
<tr>
<td>Reading</td>
<td>287</td>
</tr>
<tr>
<td>Real Estate</td>
<td>287</td>
</tr>
<tr>
<td>Russian</td>
<td>287</td>
</tr>
<tr>
<td>Social Studies</td>
<td>288</td>
</tr>
<tr>
<td>Sociology</td>
<td>288</td>
</tr>
<tr>
<td>Spanish</td>
<td>290</td>
</tr>
<tr>
<td>Theatre</td>
<td>291</td>
</tr>
<tr>
<td>Therapeutic Recreation</td>
<td>291</td>
</tr>
<tr>
<td>World Literature</td>
<td>292</td>
</tr>
</tbody>
</table>

*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). Letters appearing after course credit hours in this section are explained as follows:

S=Spring
F=Fall
Y=at least once each academic year
O=every other year
IR=irregularly
U=Summer Session

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

Accounting
Social Sciences and Management Division
Faculty: Dunn, Herring, Staff

ACC 201 – Financial Accounting
(3) F, S
Financial statement communication, information processing, measuring business income. Measurement and analysis of gross margin, short-term liquid assets, operating assets, short-term and long-term liabilities, cash flows.

ACC 202 – Managerial Accounting
(3) F, S
Using accounting information for managerial decisions. Product costing, activity-based costing and activity-based management. Cost behavior and decision making, budgeting, capital investment decisions, performance evaluation, internal control, cash flow analysis. Prerequisite: Accounting 201.

ACC 203 - Cost Management
(3) Y

ACC 301 – Intermediate Accounting I
(4) Y
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 202.

ACC 302 – Intermediate Accounting II
(4) Y
Continuation of Accounting 201. Liabilities and equities, accounting for income taxes, pensions, leases revenue recognition, and statement of cash flows. Prerequisite: Accounting 301.

ACC 304 – Income Tax Accounting
(3) Y
Federal tax regulations and their application to the taxation of individuals. Prerequisite: Accounting 202.

ACC 305 – Advanced Income Tax Accounting
(3) IR
Study of federal tax regulations and their application to the taxation of partnerships, corporations, estates and trusts. Prerequisite: Accounting 304.

ACC 307 - Accounting Information Systems
(3) O
Accounting information and technology; elements of an accounting system; internal controls; business processes; documentation; systems planning and analysis; systems implementation and control. Prerequisite: Accounting 202, Computer Science 217, and junior standing.

ACC 401 – Auditing
(3) Y
Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from both internal and external audit points of view. Prerequisite: Accounting 302.

ACC 402 – Auditing Case Study
(1) Y
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.

ACC 403 - Accounting for Multinational Business
(3) Y
Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite: Accounting 302 or the equivalent.

ACC 404 – Public Sector Financial Management
(3) O
Public sector resource flows. Financial planning, budgeting, cost management, financial reporting, and financial statement analysis of governmental, health, educational, and not-for-profit organizations. Prerequisites: Accounting 202 and Finance 251.

ACC 405 – Accounting Problems
(3) IR
Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite: Accounting 403 or permission of instructor.

ACC 406 – Forensic Accounting and Fraud Auditing
(3) O

ACC 407 - Accounting Information Systems
(3) O
Computerized accounting, auditing and fraud investigative skills. Resolution of accounting “irregularities.” Use of auditing case studies for analyzing documents and internal controls, tracing funds, examining business interruption losses, and preserving and preparing evidence. Prerequisite: Accounting 403 or permission of instructor.

ACC 408 – Auditing Case Study
(1) Y
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.

ACC 409 – Current Topics in Accounting
(1) Y
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) – 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) – 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 297 (0)/HST 297 (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 298 (0)/HST 298 (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 299 (0)/HST 299 (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 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 communica-
### Accounting

**Social Sciences and Management Division**

**Faculty:** Dunn, Herring, Staff

**ACC 201 – Financial Accounting**

(3) F, S

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

**ACC 202 – Managerial Accounting**

(3) F, S

Using accounting information for managerial decisions. Product costing, activity-based costing and activity-based management. Cost behavior and decision making, budgeting, capital investment decisions, performance evaluation, internal control, cash flow analysis. Prerequisite: Accounting 201.

**ACC 203 – Cost Management**

(3) Y


**ACC 301 – Intermediate Accounting I**

(4) Y

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 202.

**ACC 302 – Intermediate Accounting II**

(4) Y

Continuation of Accounting 201. Liabilities and equities, accounting for income taxes, pensions, leases revenue recognition, and statement of cash flows. Prerequisite: Accounting 301.

**ACC 304 – Income Tax Accounting**

(3) Y

Federal tax regulations and their application to the taxation of individuals. Prerequisite: Accounting 202.

**ACC 305 – Advanced Income Tax Accounting**

(3) IR

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

**ACC 307 – Accounting Information Systems**

(3) O

Accounting information and technology; elements of an accounting system; internal controls; business processes; documentation; systems planning and analysis; systems implementation and control. Prerequisite: Accounting 202, Computer Science 217, and junior standing.

**ACC 401 – Auditing**

(3) Y

Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from both internal and external audit points of view. Prerequisite: Accounting 302.

**ACC 402 – Auditing Case Study**

(1) Y

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.

**ACC 403 – Accounting for Multinational Business**

(3) Y

Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite: Accounting 302 or the equivalent.

**ACC 404 – Public Sector Financial Management**

(3) O

Public sector resource flows. Financial planning, budgeting, cost management, financial reporting, and financial statement analysis of governmental, health, educational, and not-for-profit organizations. Prerequisites: Accounting 202 and Finance 251.

**ACC 405 – Accounting Problems**

(3) IR

Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite: Accounting 403 or permission of instructor.

**ACC 406 – Forensic Accounting and Fraud Auditing**

(3) Y

Integration of accounting, auditing and fraud investigative skills. Resolution of accounting "irregularities." Use of auditing case studies for analyzing documents and internal controls, tracing funds, examining business interruption losses, and preserving and preparing evidence. Prerequisite: Accounting 302.

**ACC 407 – Accounting Information Systems (3)**

O

Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite: Accounting 302 or the equivalent.

**ACC 408 – Advanced Income Tax Accounting (3)**

IR

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

### Multinational Business (3)

Y

Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite: Accounting 403 or permission of instructor.

**ACC 409 – Current Topics in Accounting**

(1) Y

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)/ASC 205 (0)/PAF 275 (1) – National Security Organization**

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 206 (0)/PAF 276 (1) – National Security Organization/Aerospace Forces**

Organization and administration of U.S. aerospace forces, including strategic offensive, general-purpose, and support-force components of the Department of Defense budget.

**ASC 295 (0)/HST 295 (1) – 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) – Development of Air Power: 1947 to the Present**

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.
tions, 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

UCC 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.

UCC 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.

UCC 259 – Honors Seminar (3)
Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

UCC 260, 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 dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

UCC 270, 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 dean required. Limited to juniors and seniors in good academic standing. If this is a paid work experience, also register for UCC 310-Cooperative Education.

UCC 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 institutions outside the United States. Student registers for the course at the foreign institution and is graded according to that institution’s practice. OIP or DIPA works with the UC academic discipline to assign appropriate course level, title, and grade for the student’s transcript.

UCC 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.

UCC 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.

UCC 310 – Cooperative Education (0)
Application of classroom learning in business, industry, government, and service organizations. Client organizations select students from among competitive applications and supervise their work. See Career Services and Cooperative Education for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

UCC 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.

UCC 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 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 dean. Students are advised to check with their faculty advisers and division 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.

UCC 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, T. Crist, Ginsberg, Johnsen, Smith, Staff

ANT 101 – Introduction to Cultural Anthropology (3) ES
Overview of anthropology. Study and comparison of cultures around the world from small tribal communities to industrial societies.

ANT 205 – Human Beings in Evolutionary Perspective (3) Y
Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to archaeology and physical anthropology as fields of study.

ANT 251 – Native American Culture and History (3) Y
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
tions, 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

UCC 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.

UCC 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.

UCC 259 – Honors Seminar (3)
Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

UCC 260, 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 dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Advance permission required. Repeatable, but may not exceed one-quarter of the total hours required for the degree.

UCC 270, 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 dean required. Limited to juniors and seniors in good academic standing. If this is a paid work experience, also register for UCC 310-Cooperative Education.

UCC 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 DIPA works with the UC academic discipline to assign appropriate course level, title, and grade for the student's transcript.

UCC 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.

UCC 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.

UCC 310 – Cooperative Education (0–3)
Application of classroom learning in business, industry, government, and service organizations. Client organizations select students from among competitive applications and supervise their work. See Career Services and Cooperative Education for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

UCC 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.

UCC 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.

Admission by consent of supervising discipline and the academic division.

UCC 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, T. Crist, Ginsberg, Johnsen, Smith, Staff

ANT 101 – Introduction to Cultural Anthropology (3) FS
Overview of anthropology. Study and comparison of cultures around the world from small tribal communities to industrial societies.

ANT 205 – Human Beings in Evolutionary Perspective (3) Y
Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to archaeology and physical anthropology as fields of study.

ANT 251 – Native American Culture and History (3) Y
Survey of cultures of native North Americans, from original peopling of the continent to the present. Emphasizes dynamism, ingenuity, and integrity of Native American cultures, and the history of their contact with Europeans.

ANT 254 – Peoples and Cultures of Sub-Saharan Africa (3) IR
Survey of the indigenous populations of sub-Saharan Africa; emphasis on East Africa, Nigeria, and South Africa; analysis of political, economic, religious, and family institutions; consideration of the...
relationship between the traditional and the present.

ANT 283 – Urban Anthropology (3) IR
Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

ANT 351 – Language and Culture (3) Y
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.

ANT 362 – Magic and Religion in Pre-literate Societies (3) IR
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.

ANT 375 – Culture and Personality (3) Y
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.

ANT 400 – Special Topics in Anthropology (1–3) IR
Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite: instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

ANT 415 – Cultures, Health, and Healing (3) F,S
Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite: Anthropology 101 or Sociology 151 or permission of instructor.

ANT 425 – Cultural Change (3) Y
Cultural change as viewed from a variety of perspectives including small scale change, planned change, acculturation, and evolutionary change. Analysis of changes occurring in the modern world, their causes, and consequences.

ANT 449 – Anthropology of Aging (3) IR
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, Buchanan, McIntyre, Moore, Pack, Provost, Wise, Staff

BIO 101 – Human Anatomy and Physiology I (4) E,U
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.

BIO 102 – Human Anatomy and Physiology II (4) S,U
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.

BIO 111 – Human Ecology (3) Y
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.

BIO 111L - Human Ecology Laboratory (1) F,S
Scientific methodology and its applications for the non-science major. Biodiversity, symbiosis, evolution, population dynamics, genetics, energy, pH, and site visits. Corequisite: BIO 111.

BIO 112 - Human Sexuality (3) F
Exploration of the nature and historical perceptions of human sexuality; its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Psychology 207.

BIO 113 – Human Genetics (3) F
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.

BIO 115 – Introduction to Horticulture (3) Y
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.

BIO 201 – Gross Anatomy (4) F
Human anatomy with emphasis on structure and function of the nervous system. 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.

BIO 202 – Neuroanatomy and Neurophysiology (4) S
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.

BIO 203 – Microbiology (4) S
Introduction to microbiology with emphasis on pathogenic microorganisms, their role in disease, their inhibition and destruction; principles and techniques of bacteriology. Not open to biology majors. Prerequisites: Biology 101 and 102.

BIO 205 – Human Nutrition (3) F
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 211 and Biology 102.

BIO 208 – Pharmacology and Pathophysiology (3) S
Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physical assessment in clinical practice.

BIO 211 – General Biology I (4) F,U
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.
relationship between the traditional and the present.

ANT 283 – Urban Anthropology (3) IR
Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

ANT 351 – Language and Culture (3) Y
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.

ANT 362 – Magic and Religion in Pre-literate Societies (3) IR
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.

ANT 375 – Culture and Personality (3) Y
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.

ANT 400 – Special Topics in Anthropology (1–3) IR
Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite: instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

ANT 415 – Cultures, Health, and Healing (3) F,S
Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite: Anthropology 101 or Sociology 151 or permission of instructor.

ANT 425 – Cultural Change (3) Y
Cultural change as viewed from a variety of perspectives including small scale change, planned change, acculturation, and evolutionary change. Analysis of changes occurring in the modern world, their causes, and consequences.

ANT 449 – Anthropology of Aging (3) IR
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, Buchanan, McIntyre, Moore, Pack, Provost, Wise, Staff

BIO 101 – Human Anatomy and Physiology I (4) F,U
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.

BIO 102 – Human Anatomy and Physiology II (4) S,U
A continuation of the study of man 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.

BIO 111 – Human Ecology (3) Y
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.

BIO 111L - Human Ecology Laboratory (1) F,S
Scientific methodology and its applications for the non-science major. Biodiversity, symbiosis, evolution, population dynamics, genetics, energy, pH, and site visits. Corequisite: BIO 111.

BIO 112 – Human Sexuality (3) F
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Psychology 207.

BIO 113 – Human Genetics (3) F
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.

BIO 115 – Introduction to Horticulture (3) Y
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.

BIO 201 – Gross Anatomy (4) F
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.

BIO 202 – Neuroanatomy and Neuro-physiology (4) S
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.

BIO 203 – Microbiology (4) S
Introduction to microbiology with emphasis on pathogenic microorganisms, their role in disease, their inhibition and destruction; principles and techniques of bacteriology. Not open to biology majors. Prerequisites: Biology 101 and 102.

BIO 205 – Human Nutrition (3) F
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 211 and Biology 102.

BIO 208 – Pharmacology and Patho-physiology (3) S
Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physical assessment in clinical practice.

BIO 211 – General Biology I (4) F,U
Study of life as characterized by cell organization and structure, release and utilization of energy, photosynthesis, growth and reproduction, interaction with the environment, Mendelian inheritance, genetic technology, and change.
over time. Laboratory experiences reflect lectures and expose students to scientific methodology, hypothesis building and testing, various qualitative and quantitative data collection and analysis.

**BIO 212 – General Biology II** (4) S
Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite: Biology 211 or permission of instructor.

**BIO 214 – Biology of Aging** (3) S
Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Same as Gerontology 214.

**BIO 321 – Genetics** (4) F
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 211, Chemistry 211 and 212, and college algebra or its equivalent.

**BIO 322 – Developmental Biology** (4) O,S
The principles of growth and development of plants and animals; analysis and formation of organ systems. The laboratory involves a descriptive and experimental study of the general principles of development in plants and animals. Prerequisites: Biology 211 and 212.

**BIO 323 – Principles of Ecology** (4) O,F
Environmental relationships of plants and animals, emphasizing community structure, population interactions and dynamics, energy relationships, and nutrient cycling. Laboratory devoted to field studies of local communities and populations. Prerequisites: Biology 211 and 212.

**BIO 324 – Animal Physiology** (4) S
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 biofeedback control in maintaining homeostasis. Laboratory topics concurrent with lecture. Prerequisites: Biology 212 and Chemistry 212.

**BIO 325 – Botany** (4) S
Plant biology investigating plant anatomy, morphology, ecology, geography, physiological adaptations, and systematics. Lecture, field, and laboratory exercises. Prerequisites: Biology 211, 212 or permission of instructor.

**BIO 327 – Cell Biology** (4) F
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 211, Chemistry 211 and 212.

**BIO 329 – Evolution** (3) O,S
Modern theory of the process of evolution: mutation, genetic recombination, chromosomal organization, natural selection and isolating mechanisms. (Lecture only.) Prerequisite: Biology 212.

**BIO 336 – Histology** (4) O,S
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.

**BIO 362 – Endocrinology** (4) F
Advanced study on the functional interrelationships of the endocrine system within biological organisms. Emphasis on the endocrine system’s response to external and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite: Biology 324 or permission of instructor.

**BIO 365 - Biochemistry** (3) F
Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Chemistry 365. Prerequisites: Chemistry 331 and 332.

**BIO 400 – Special Topics in Life Sciences** (1-2) E,S
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: Biology 211 and 212, or permission of instructor.

**BIO 423 – Freshwater Biology** (4) O,F
Inland freshwater habitats covering physical, chemical, and biological interrelationships. Sampling and identification of freshwater invertebrates and fish. Laboratory experiences reflect lecture material. Lecture includes ecology, behavior, anatomy and evolutionary relationships. Prerequisite: Biology 212.

**BIO 432 – Principles of Microbiology** (4) S
Survey of microbial groups including bacteria, viruses, fungi, protists, and some invertebrate parasites. Bacterial structure, physiology, genetics, infection and disease, and immune response. Laboratory experience in isolation, culturing, morphological and biochemical characterization and identification; chemical and physical control of microbial growth. Prerequisites: Biology 211 and Chemistry 211 and 212.

**BIO 433 – Parasitology** (4) O,F
Parasitism, host-parasite interactions, life cycles. Classification, recovery and identification techniques, microscopic examination. Human and veterinary parasitology: socio-economic factors and the spread of parasites, vectors and disease, signs and symptoms; treatment of parasites. Lecture and laboratory. Prerequisites: Biology 211, 212 or permission of instructor.

**BIO 434 – Mycology** (4) F
Introduction to the Kingdom Fungi including yeasts, molds, mushrooms, lichens, Taxonomy, life cycles, anatomy, physiology. Diseases of humans, domesticated animals, plants. Beneficial uses of fungi, mycorrhizae, impact on forestry, environmental applications. Laboratory includes field work. Prerequisites: Biology 211 and 212.

**BIO 435 – Entomology** (4) O,S
Systematics, morphology, physiology, behavior, and ecology of insects. Emphasizes problems related to insect speciation and population biology. Prerequisite: Biology 212.

**BIO 436 – Biology of Vertebrates** (4) O,S
Vertebrate animals from an evolutionary perspective. Laboratory emphasizes comparative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite: Biology 212.
Environmental relationships of plants and animals, emphasizing community structure, population interactions and dynamics, energy relationships, and nutrient cycling. Laboratory devoted to

**BIO 212 – General Biology II (4) S**
Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite: Biology 211 or permission of instructor.

**BIO 214 – Biology of Aging (3) S**
Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Same as Gerontology 214.

**BIO 321 – Genetics (4) F**
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 211, Chemistry 211 and 212, and college algebra or its equivalent.

**BIO 322 – Developmental Biology (4) O,S**
The principles of growth and development of plants and animals; analysis and formation of organ systems. The laboratory involves a descriptive and experimental study of the general principles of development in plants and animals. Prerequisites: Biology 211 and 212.

**BIO 323 – Principles of Ecology (4) O,F**
Environmental relationships of plants and animals, emphasizing community structure, population interactions and dynamics, energy relationships, and nutrient cycling. Laboratory devoted to field studies of local communities and populations. Prerequisites: Biology 211 and 212.

**BIO 324 – Animal Physiology (4) S**
A descriptive study of the basic physiological principles of the neurological, endocrinological, muscular, cardiovascular, digestive, reproductive, and respiratory systems. Emphasis is given to the inter-relationships of the physiological process among these systems through biofeedback control in maintaining homeostasis. Laboratory topics concurrent with lecture. Prerequisites: Biology 212 and Chemistry 212.

**BIO 325 – Botany (4) S**
Plant biology investigating plant anatomy, morphology, ecology, geography, physiological adaptations, and systematics. Lecture, field, and laboratory exercises. Prerequisites: Biology 211, 212 or permission of instructor.

**BIO 327 – Cell Biology (4) F**
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 211, Chemistry 211 and 212.

**BIO 329 – Evolution (3) O,S**
Modern theory of the process of evolution: mutation, genetic recombination, chromosomal organization, natural selection and isolating mechanisms. (Lecture only.) Prerequisite: Biology 212.

**BIO 336 – Histology (4) O,S**
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.

**BIO 362 – Endocrinology (4) F**
Advanced study on the functional inter-relationships of the endocrine system within biological organisms. Emphasis on the endocrine system's response to external and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite: Biology 324 or permission of instructor.

**BIO 365 - Biochemistry (3) F**
Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Chemistry 365. Prerequisites: Chemistry 331 and 332.

**BIO 400 – Special Topics in Life Sciences (1–2) E,S**
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: Biology 211 and 212, or permission of instructor.

**BIO 434 – Mycology (4) F**
Introduction to the Kingdom Fungi including yeasts, molds, mushrooms, lichens, Taxonomy, life cycles, anatomy, physiology. Diseases of humans, domesticated animals, plants. Beneficial uses of fungi, mycorrhizae, impact on forestry, environmental applications. Laboratory includes field work. Prerequisites: Biology 211 and 212.

**BIO 435 – Entomology (4) O,S**
Systematics, morphology, physiology, behavior, and ecology of insects. Emphasizes problems related to insect speciation and population biology. Prerequisite: Biology 212.

**BIO 436 – Biology of Vertebrates (4) O,S**
Vertebrate animals from an evolutionary perspective. Laboratory emphasizes comparative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite: Biology 212.
Courses of Instruction

BIO 450 – Senior Research in Biology (1–3) F, S
Supervised independent research at approved facilities. Two semester commitment recommended. Applications must be submitted the semester prior to starting date. May satisfy Honors Program requirements. Permission of department only. May be repeated once for credit.

BIO 453 – Molecular Biology (4) O, S
Emphasis on structure, function and repair of DNA, regulation of gene expression in bacteria and viruses, and applications in biotechnology. Laboratory exercises employ techniques in recombinant DNA technology in a gene cloning project. Prerequisite: Biology 321 or permission of instructor.

BIO 454 – Immunology (3) O, S
Advanced study of the immune system in animals. Emphasis on immunocompetence, cellular immunity, immunopathology, and role of immune system in transplantation, cancer, and AIDS. Prerequisite: Biology 327 or permission of instructor.

BIO 490 – Independent Study (3) F, S

BIO 495 – Senior Seminar (3) IR
Critical analysis of research literature and integration of diverse disciplines to foster a more comprehensive understanding of issues in the biological sciences. Prerequisites: Biology 211 and 212, and senior standing.

BIO 489, 499 – Honors Tutorial (3,3)
Open to students in the Utica College Honors Program. Original laboratory or theoretical research with a faculty member. May meet as Biology 450 or as Biology 495. Prerequisite: Biology 211 and senior standing.

Chemistry

Arts and Sciences Division

Faculty: Boyd, M. Miller, Pfeiffer, Pulliam, Staff

CHE 103 – Chemistry and Society (3) Y, U
Study of the chemical principles necessary to understand examples drawn from students’ daily experiences and current news items such as nuclear power, plastics, food, genetic technology, ozone depletion, acid precipitation, greenhouse effect, drugs, cosmetics, poisons, household chemicals. Lecture/discussion/demonstration. Model building with kits supplied.

CHE 211 – General Chemistry I (4) E, U
Atomic and molecular structure used to develop fundamental principles of physical and chemical properties of all matter. Modern applications of chemistry. States of matter, symmetry, reactivity, kinetics, oxidation/reduction, acid/base, organic and biochemical structures. Lecture and laboratory. High school chemistry and algebra helpful but not required.

CHE 212 – General Chemistry II (4) S, U
Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, nonmetals, organic chemistry, biochemistry. Three hours of lecture/demonstration/discussion and three hours of laboratory per week. Prerequisite: Chemistry 211.

CHE 323 – Quantitative Analysis (5) O
Critical analysis of research literature and integration of diverse disciplines to foster a more comprehensive understanding of issues in the biological sciences. Prerequisites: Biology 211 and 212, and senior standing.

CHE 326 – Introduction to Organic and Biochemistry (4) S
Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Prerequisite: Chemistry 211. Does not count toward the major in biology, chemistry, or physics.

CHE 328 – Experimental Thermodynamics (3) O
Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as Physics 345. Prerequisites: Math 201 and one year of college physics.

CHE 345 – Physical Chemistry II: Structure (3) O
Quantum chemistry, spectroscopy, kinetic theory, Maxwell-Boltzmann statistics. Prerequisites: Math 202 and one year of college physics.

CHE 346L – Physical Chemistry Laboratory (1) O
Lab work in thermodynamics, kinetics, spectroscopy, and molecular modeling to accompany Chemistry 346. Prerequisites: One year of physics, Chemistry 332 and Chemistry 345 preferred. Corequisite: Chemistry 346.

CHE 350 – Research Methods (1–3 hours per semester) F, S
Chemical and biochemical research under the direction of a faculty member. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a research summary to the department at the end of the semester and present an oral report to a session of Chemistry 400.

CHE 363 – Biochemistry (3) F
Chemical and biochemical properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as Biology 363. Prerequisites: Chemistry 331 and 332.

CHE 363L – Biochemistry Laboratory (1) F
Biochemical laboratory techniques: isolation and purification of biomolecules, characterization and measurement of proteins, enzymes, carbohydrates, lipids, and other compounds. Historical and contemporary methods of biochemi-
CHE 211 – General Chemistry I
(4) EU
Atomic and molecular structure used to
develop fundamental principles of physi-
cal and chemical properties of all matter.
Modern applications of chemistry. States
of matter, symmetry, reactivity, kinetics,
oxidation/reduction, acid/base, organic
and biochemical structures. Lecture and
laboratory. High school chemistry and
algebra helpful but not required.

CHE 212 – General Chemistry II
(4) S,U
Chemical equilibrium, kinetics,
acids/bases, oxidation/reduction, metals,
nonmetals, organic chemistry, biochem-
istry. Three hours of lecture/demonstra-
tion/discussion and three hours of
laboratory per week. Prerequisite:
Chemistry 211.

CHE 213 – Quantitative Analysis
(5) O
Critical analysis of research literature and
integration of diverse disciplines to foster
a more comprehensive understanding of
issues in the biological sciences.
Prerequisites: Biology 211 and 212, and
senior standing.

CHE 263L – Biochemistry Laboratory
(1) O
Supervised independent research at
approved facilities. Two semester com-
mmitment 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.

CHE 350 – Research Methods
(1-3 hours per semester) F,S
Chemical and biochemical research
under the direction of a faculty member.
Each student and her or his research
adviser must submit a proposal to the
department for approval prior to enroll-
ment. Students must submit a research
summary to the department at the end of
the semester and present an oral report to
a session of Chemistry 400.

CHE 363L – Physical Chemistry
Laboratory (1) O
Laboratory work in thermodynamics,
kinetcs, spectroscopy, and molecular
modeling to accompany Chemistry 346.
Prerequisites: One year of physics,
Chemistry 332 and Chemistry 345 pre-
ferred. Corequisite: Chemistry 346.

CHE 364L – Physical Chemistry
Laboratory (1) O
Advanced study of the immune system in
animals. Emphasis on immunochemistry,
cellular immunity, immunopathology,
and role of immune system in transplan-
tation, cancer, and AIDS. Prerequisite:
Biology 327 or permission of instructor.

CHE 365L – Biochemistry Laboratory
(1) O
Basic concepts of organic and biochem-
istry. Structure, chemistry, and impor-
tance of selected carbon compounds,
pects of cellular metabolism.
Relationship between medicine and
chemistry. Lecture and laboratory.
Prerequisite: Chemistry 211. Does not
count toward the major in biology, chem-
istry, or physics.

CHE 323 – Quantitative Analysis
(5) O
Fundamental and modern chemical
analysis. Laboratory applications and
interpretations of analytical data.
Gravimetry, titrimetry, optical, and elec-
roanalytical methods. Lecture, discus-
sion, problem solving. Six hours of
laboratory per week. Prerequisite:
Chemistry 212.

CHE 331,332 – Organic Chemistry I, II
(4, 4) Y,U
Chemistry of carbon compounds.
Structure, mechanism, synthesis, instru-
mentation. Three hour laboratory.
Prerequisite: Chemistry 212. Chemistry
331 prerequisite to Chemistry 332.
Examines communication in everyday life. Provides a theoretical framework for communication. 

**CHE 390 – Independent Study (1-3 hours per semester)** 
(f, s) Directed studies in specialized areas of chemistry. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a written report to the department at the end of the semester and present an oral report to a session of Chemistry 400. 

**CHE 400 – Topics in Chemistry (1) f,s** 
Topics may include safety and environmental issues; professional expectations and ethics; employment and career opportunities; graduate school; current directions in chemical and biochemical literature; and student research. Only two credit hours may be applied toward the major. May not be used toward the minor in chemistry. Prerequisite: 16 hours of chemistry and junior or senior standing. 

**CHE 405 – Environmental Chemistry (3)** 
Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment. Prerequisite: Chemistry 332. 

**CHE 423 – Instrumental Methods (5)** 
Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week. Prerequisites: Chemistry 323 and 345. (Chemistry 345 may be taken concurrently.) 

**CHE 433 – Advanced Organic Chemistry (3)** 
Mechanism and structure in organic chemistry. Use of chemical literature. 

Three lecture/discussion hours per week. Prerequisite: Chemistry 332. 

**CHE 433L – Advanced Organic Chemistry Laboratory (1)** 
Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite: Chemistry 433. 

**CHE 473 – Inorganic Chemistry (4)** 
Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory, ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization. Prerequisite: Chemistry 345 (may be taken concurrently). 

**CHE 489, 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**

**CHI 101 – Beginning Chinese I (3)** 
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. 

**CHI 102 – Beginning Chinese II (3)** 
Continuation of Chinese 101. Prerequisite: Chinese 101 or equivalent. 

**Communication Arts** 
**Social Sciences and Management Division** 
**Faculty: Downing, Habbel, J. Miller, Staff**

**COM 101 – Interpersonal Communication (3)** 
Examines communication in everyday life. Provides a theoretical framework for developing interactional skills; focus on verbal and non-verbal message systems, meaning and interpretation, persuasion, relationships, conflict. 

**COM 103 – Introduction to Public Speaking (3)** 
Study of fundamental principles with emphasis upon organization and presentation. Practice in preparing outlines and in presenting extemporaneously a series of selected expository and persuasive speeches. 

**COM 235 – Introduction to Oral 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. 

**COM 261 – Broadcasting and the Public Interest (3)** 
Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society. 

**COM 300 – Topics in 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. 

**COM 301 – Advanced Interpersonal Communication (3)** 
Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite: Communication Arts 101. 

**COM 303 – Public Speaking II (3)** 
Advanced performance course focusing on ability to research, prepare, and deliver expository speeches. Applies basic principles of public speaking to situations which will confront the business or public relations person as well as other individuals with public contact. Prerequisite: Communication Arts 103. 

**COM 305 – Group Problem Solving and Decision Making (3)** 
Study of group problem-solving processes, the nature of individual and group reflective thinking; techniques of definition, research, and analysis; the nature of evidence; evaluation of effectiveness in discussion. Prerequisite: Communication Arts 101 or 103. 

**COM 325 – Intercultural Communication (3)** 
Differences and commonalities among cultural systems for interacting and interpreting; ethnocentrism and conflict; development of intercultural communication competencies. 

**COM 335 – Advanced Oral Interpretation (3)** 
Advanced interpretation of various forms of literature designed to increase students’ expressive skills and critical abilities. Prerequisite: Communication Arts 235 or permission of instructor. 

**COM 341 – Organizational Communication (3)** 
Human communication in the modern organization (government and industry): the communication process, communication skills useful to the individual in the organization, ways and means of analyzing the organization’s communications system, and ways and means of achieving higher levels of efficiency and effectiveness in this system. 

**COM 365 – Writing and Announcing for Radio/Television (3)** 
Introduction to radio and television as media for the writer; study of skills required for announcer and performer. Students prepare material for commercial and public service and practice delivery in the campus radio studio.
CHE 423 – Instrumental Methods (5) O
Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week. Prerequisites: Chemistry 323 and 345. (Chemistry 345 may be taken concurrently.)

CHE 433 – Advanced Organic Chemistry (3) O
Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite: Chemistry 332.

CHE 433L – Advanced Organic Chemistry Laboratory (1) IR
Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite: Chemistry 433.

CHE 473 – Inorganic Chemistry (4) O
Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory; ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization. Prerequisite: Chemistry 345 (may be taken concurrently).

CHE 489, 499 – Honors Tutorial (3, 3) ES
Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 231 – Independent Study (1-3 hours per semester) F, S
Directed studies in specialized areas of chemistry. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a written report to the department at the end of the semester and present an oral report to a session of Chemistry 400.

CHE 400 – Topics in Chemistry (1) F, S
Topics may include safety and environmental issues; professional expectations and ethics; employment and career opportunities; graduate school; current directions in chemical and biochemical literature; and student research. Only two credit hours may be applied toward the major. May not be used toward the minor in chemistry. Prerequisites: 16 hours of chemistry and junior or senior standing.

CHE 405 – Environmental Chemistry (3) O
Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment. Prerequisite: Chemistry 332.

CHE 425 – Instrumental Methods (5) O
Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week. Prerequisites: Chemistry 323 and 345. (Chemistry 345 may be taken concurrently.)

CHE 433 – Advanced Organic Chemistry (3) O
Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite: Chemistry 332.

CHE 433L – Advanced Organic Chemistry Laboratory (1) IR
Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite: Chemistry 433.

CHE 473 – Inorganic Chemistry (4) O
Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory; ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization. Prerequisite: Chemistry 345 (may be taken concurrently).

CHE 489, 499 – Honors Tutorial (3, 3) ES
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

CHI 101 – Beginning Chinese I (3) IR
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

CHI 102 – Beginning Chinese II (3) IR
Continuation of Chinese 101. Prerequisite: Chinese 101 or equivalent.

Communication Arts
Social Sciences and Management Division
Faculty: Downing, Habbel, J. Miller, Staff

COM 101 – Interpersonal Communication (3) F, S
Examines communication in everyday life. Provides a theoretical framework for developing interactional skills; focus on verbal and non-verbal message systems, meaning and interpretation, persuasion, relationships, conflict.

COM 103 – Introduction to Public Speaking (3) F, S
Study of fundamental principles with emphasis upon organization and presentation. Practice in preparing outlines and in presenting extemporaneously a series of selected expository and persuasive speeches.

COM 235 – Introduction to Oral Interpretation (3) O
Development of intellectual and emotional responsiveness to rhetorical, narrative, poetic, and dramatic materials, leading to the development of expressive skills of voice and body.

COM 261 – Broadcasting and the Public Interest (3) Y
Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society.

COM 300 – Topics in Speech Communication (3) IR
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.

COM 301 – Advanced Interpersonal Communication (3) O
Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite: Communication Arts 101.

COM 303 – Public Speaking II (3) O
Advanced performance course focusing on ability to research, prepare, and deliver expository speeches. Applies basic princi-
COM 368 – Broadcast News and Society (3) O
Critical examination of mode, structure, discourse, and practices of broadcast news. Role of broadcast news in democracy.

COM 375 – Introduction to Radio Production (3) O

COM 376 – TV News Production (3) Y
Producing news stories for broadcast. News research, newswriting for broadcast, production, and post-production. Same as Journalism 376.

COM 403 – Argumentation (3) O
Types, forms, construction, and criticism of argument. Theories of and approaches to study of argumentation and debate. Prerequisite: Communication Arts 103.

COM 411 – Communication Theory (3) O
Theories of human communication including definitions, functions, and levels. The role of communication in the development of the individual.

COM 444 – Perspectives on the Audience (3) IR
Exploration of how views of the audience affect operations of broadcast media, function of ratings, and ethnographic methods in modern broadcasting.

COM 461 – Rhetorical Theory and Criticism (3) O
History and theories of rhetoric. Understanding what rhetoric is and how rhetorical criticism helps analyze and evaluate society.

COM 470 – Communication Internship (1–3) IR
On-site experience in an organizational setting (governmental, corporate, service, broadcast). Focus on applying and developing skills. Student and teacher determine specific learning objectives and solicit sponsoring organization. Prerequisite: permission of instructor.

COM 481 – Senior Seminar (3) Y
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.

COM 490 – Independent Study (3) IR

Computer Engineering
Arts and Sciences Division
Faculty: LaBella, Rockefeller, Staff

CSE 161 – Digital Logic Design (3) IR
Number representation, Boolean algebra. Design, analysis, and minimization of combinational and synchronous sequential networks.

CSE 181 – Computer Programming (3) IR
Introduction to the use of computers, programming language. General principles of program organization and engineering applications.

CSE 182 – Computer Applications (3) IR
Application of computers to engineering problems. Prerequisite: Computer Engineering 181.

CSC 101 – Computer Science I (3) F,S,U
Overview of computer science. Introduction to algorithms, elementary data structures, program design, and programming utilizing a block structured programming language.

CSE 102 – Computer Science II (3) S,U
Continuation of Computer Science 101. Introduction to pointers, linked lists, stacks, queues, and trees. Introduction to sorting and searching algorithms. Prerequisite: Computer Science 101.

CSC 117 – Microcomputers and Application Software (3) F,S
Introduction to basic terminology and applications of computers including: operating systems, word processing, and spreadsheet.

CSC 118 – The Internet: Information Retrieval and Organization (3) F,S
Database concepts and usage. Using these database tools in gathering and organizing data from on-line services and networks such as the Internet.

CSC 201 – Discrete Mathematics I (3) F,S,U
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.

CSC 217 – Computer Programming for Business Applications (3) S
Computer aided problem solving for business environment. Emphasis on structured design and effective documentation. Prerequisite: Computer Science 117.

CSC 300 – Topics in Computer Science (1) IR
Current topics in the development of new hardware and software technology. May be repeated twice for credit in different topic areas.

CSC 301 – Discrete Mathematics II (3) F
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 201.

CSC 303 – Computer Organization and Programming (4) F,S
Digital logic, micro-programming, machine and assembly language programming. Boolean logic and its relationship to actual circuits such as adders, multiplexers, dimultiplexers, shifters, and flip-flops. Hypothetical computer is used to illustrate microprograms/interpreters. Lecture and laboratory. Prerequisites: Computer Science 101 and 201.

CSC 316 – Object-Oriented Programming (3) S
Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisite: Computer Science 101.

CSC 322 – Data Structures and Algorithms (3) F
The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. Prerequisites: Computer Science 102 and 301 or Mathematics 285.

CSC 325 – Programming Languages (3) F
A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisites: Computer Science 102.

CSC 343 – Database Systems (4) S
Design, implementation, and management of database systems, with an
Overview of computer science. Introduction to algorithms, elementary data structures, program design, and pro-

**Faculty:** Danilowicz, Huss, La Bella, Stasiw, Staff

**Arts and Sciences Division**

**Computer Science**

**CSC 101 – Computer Science I (3)**

Introduction to the use of computers, programming language. General principles of program organization and engineering applications.

**CSC 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.

**CSC 117 – Microcomputers and Application Software (3)**

Introduction to basic terminology and applications of computers including: operating systems, word processing, and spread sheets.

**CSC 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.

**CSC 119 – 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.

**CSC 190 – Independent Study (3)**

**Computer Engineering**

**Arts and Sciences Division**

**CSE 161 – Digital Logic Design (3)**

Number representation, Boolean algebra. Design, analysis, and minimization of combinational and synchronous sequential networks.

**CSE 181 – Computer Programming (3)**

Introduction to the use of computers, programming language. General principles of program organization and engineering applications.

**CSE 182 – Computer Applications (3)**

Application of computers to engineering problems. Prerequisite: Computer Science 181.

**CSC 201 – 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.

**CSC 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.

**CSC 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.

**CSC 301 – 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 201.

**CSC 303 – Computer Organization and Programming (4)**

Digital logic, micro-programming, machine and assembly language programming. Boolean logic and its relationship to actual circuits such as adders, multiplexers, demultiplexers, shifters, and flip-flops. Hypothetical computer is used to illustrate microprograms/interpreters. Lecture and laboratory. Prerequisites: Computer Science 101 and 201.

**CSC 316 – Object-Oriented Programming (3)**

Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisite: Computer Science 101.

**CSC 322 – Data Structures and Algorithms (3)**

The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. Prerequisites: Computer Science 102 and 301 or Mathematics 285.

**CSC 325 – Programming Languages (3)**

A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisites: Computer Science 102.

**CSC 343 – Database Systems (4)**

Design, implementation, and management of database systems, with an
emphasis on practical applications. Prerequisites: Computer Science 102 and 201.

CSC 390 – Independent Study (1–3 hours per semester, maximum 9 hours) F,S
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.

CSC 411 – Artificial Intelligence (3) IR
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 301.

CSC 421 – Introduction to Networks (3) F
Network types, standards, operating systems, links, protocols, security, service mechanisms, cost/benefit analysis, and political/social concerns. Prerequisites: Computer Science 102 and 301.

CSC 425 – Operating System Concepts (3) S
Principles of operating systems including: evolution to the present; concerns for the future; multiprogramming and the problems associated with it (memory management, CPU scheduling, protection, deadlock handling); file systems; virtual memory techniques; and disk scheduling. Prerequisite: Computer Science 303.

CSC 433 – Software Engineering (2) F
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.

CSC 433L – Software Engineering Laboratory (1) S
Theory, tools, and techniques of software engineering applied to a major software development project. Prerequisite: Computer Science 433.

Construction Management
Social Sciences and Management Division
Faculty: Staff

CMG 133 – Introduction to Building Construction (3) Y
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.

CMG 134 – Construction Graphics (3) Y
Architectural drawing techniques for building materials and systems. Construction systems and how their components interface.

CMG 135 – Materials and Methods of Building Construction (3) Y
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, paint, and plastics. At least one field trip is scheduled. Prerequisite: Construction Management 134 or permission of instructor.

CMG 233 – Surveying (3) Y
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.

CMG 234 – Contract Documents (3) Y
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.

CMG 334 – Estimating I (3) Y
Quantity takeoff applications for a set of construction documents. Introduction to computer techniques for estimating. Prerequisite: Construction Management 234 or permission of instructor.

CMG 335 – Estimating II (3) Y

CMG 336 – Mechanical and Electrical Equipment (3) Y
Study of the basic mechanical and electrical services for buildings.

CMG 337 – Statics and Strength of Materials (3) Y
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.

CMG 338 – Structural Applications (3) Y
Selected design procedures related to steel, wood, concrete, framing systems, beams, columns, footings. Prerequisite: Construction Management 337.

CMG 345 – Construction Equipment (3) Y
Heavy equipment for earthwork applications. Lifting equipment for materials and structural systems. Equipment selection, financing, and management. Prerequisite: Construction Management 234.

CMG 431 – Highway Construction (3) Y
Principles and practices in the economics and planning and design of highways including basic standards of construction, materials, and drainage. Prerequisite: Construction Management 233.

CMG 432 – Soils and Foundations (3) Y
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.

CMG 434 – Project Management (3) Y
Organizations, operations, and methods for building construction: job-costing, procurement, contract administration, project buy out, documentation. Integrated with computer software. Prerequisite: Construction Management 437.

CMG 435 – Structural Concrete (3) Y

CMG 436 – Temporary Structures (3) Y
Procedures for the design of temporary structures used to support freshly placed
emphasis on practical applications.  
Prerequisites: Computer Science 102 and 201.

CSC 390 – Independent Study (1–3 hours per semester, maximum 9 hours) F,S  
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.

CSC 411 – Artificial Intelligence (3) IR  
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. Pre-requisites: Computer Science 102 and 301.

CSC 421 – Introduction to Networks (3) F  
Network types, standards, operating systems, links, protocols, security, service mechanisms, cost/benefit analysis, and political/social concerns. Pre-requisites: Computer Science 303.

CSC 425 – Operating System Concepts (3) S  
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. Pre-requisite: Computer Science 303.

CSC 432 – Computer and Network Security (4) F,S  
Theory and practice of securing computers and networks. Includes security objectives, models, standards, authentication, access control, intrusion detection, malicious code, cryptography, firewalls. Prerequisite: Computer Science 421.

CSC 433 – Software Engineering (2) F  
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.

CSC 433L – Software Engineering Laboratory (1) S  
Theory, tools, and techniques of software engineering applied to a major software development project. Prerequisite: Computer Science 433.

Construction Management  
Social Sciences and Management Division  
Faculty: Staff  

CMG 133 – Introduction to Building Construction (3) Y  
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.

CMG 134 – Construction Graphics (3) Y  
Architectural drawing techniques for building materials and systems. Construction systems and how their components interface.

CMG 135 – Materials and Methods of Building Construction (3) Y  
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.

CMG 233 – Surveying (3) Y  
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.

CMG 234 – Contract Documents (3) Y  
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.

CMG 334 – Estimating I (3) Y  
Quantity takeoff applications for a set of construction documents. Introduction to computer techniques for estimating. Prerequisite: Construction Management 234 or permission of instructor.

CMG 335 – Estimating II (3) Y  

CMG 336 – Mechanical and Electrical Equipment (3) Y  
Study of the basic mechanical and electrical services for buildings.

CMG 337 – Statics and Strength of Materials (3) Y  
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.

CMG 338 – Structural Applications (3) Y  
Selected design procedures related to steel, wood, concrete, framing systems, beams, columns, footings. Prerequisite: Construction Management 337.

CMG 345 – Construction Equipment (3) Y  
Heavy equipment for earthwork applications. Lifting equipment for materials and structural systems. Equipment selection, financing, and management. Prerequisite: Construction Management 234.

CMG 431 – Highway Construction (3) Y  
Principles and practices in the economics and planning and design of highways including basic standards of construction, materials, and drainage. Prerequisite: Construction Management 233.

CMG 432 – Soils and Foundations (3) Y  
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.

CMG 434 – Project Management (3) Y  
Organizations, operations, and methods for building construction: job-costing, procurement, contract administration, project buy out, documentation. Integrated with computer software. Prerequisite: Construction Management 437.

CMG 435 – Structural Concrete (3) Y  

CMG 436 – Temporary Structures (3) Y  
Procedures for the design of temporary structures used to support freshly placed...
Criminal Justice

Social Sciences and Management Division
Faculty: Choo, Curtis, Gordon, McBride, Orlin, Rebovich, Staff

CRJ 103 – Introduction to Criminal Justice (3) Y
History, theory, and structure of the criminal justice system emphasizing substantive and procedural criminal law; police, prosecution, defense, courts, institutional and community corrections; juvenile justice subsystem.

CRJ 300 – Special Topics in Criminal Justice (1–3) Y
Consideration or one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit. (Limit of 12 credit hours.)

CRJ 312 – American Policing (3) Y
Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 313 – Corruption and Organized Crime (3) IR
Development of organized crime in the United States and its impact on social, economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 314 – Modern Techniques in Crime Investigation (3) Y
Theory and practice of modern investigation methods for public and private sector agencies. Techniques and procedures for evidence collection, preservation, and presentation. Reviews investigation resources, including crime laboratory and databases. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 321 – Issues in Juvenile Justice (3) Y
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.

CRJ 324 – American Corrections (3) Y
Overview of probation, jails, prisons, and parole. Incarceration rationales, methods of dealing with offenders, organizational theory, inmate social systems, and program effectiveness.

CRJ 333 – Information Security (3) Y
Protection of proprietary information in both the corporate and government sectors. Topics include: information as a resource, legal issues, policy formulation, administrative and technical remedies, and case studies.

CRJ 334 – Economic Crime Investigation (3) Y
White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 335 – Cybercrime Law and Investigations (3) Y
Cybercrimes, including computer crimes, Internet fraud, e-commerce, and threats to the national infrastructure. Policies, legal issues, and investigative techniques and strategies, and implications for investigation and enforcement on a global scale.

CRJ 341 – Constitutional Law in the Criminal Process (3) Y
Case study approach to theoretical and applied knowledge of constitutional issues affecting the criminal justice system. Develops research and analytical skills for further study of the Constitution and its changing interpretation. Prerequisite: Government and Politics 341.

CRJ 342 – Law of Economic Crime (3) Y
Government and judicial regulations of financial institutions, commercial entities, their agents, and employees in relation to economic and business crime. Constitutional issues in investigations by governmental and corporate entities in both a substantive and procedural context.

CRJ 351 – Comparative Criminal Justice Systems (3) Y
Design, operation, and legal basis for systems of justice in other countries. Governmental, political, demographic, and economic factors in past and current trends in the adjudication of offenders. Cross-cultural analysis of causes of crime and systems of justice. Prerequisite: Criminal Justice 103.

CRJ 382 – Administrative Issues in Criminal Justice (3) IR
Issues in the organization and management of criminal justice agencies, including police departments, prosecutors’ offices, courts, jails, prisons, and community corrections.

CRJ 435 – Computer Forensics (3) Y
Root methods, forensic tools and procedures used in analysis of digital evidence in computer hardware, software and peripherals. Rules applicable to extraction and preservation of data and digital evidence. Prerequisite: Computer Science 303.

CRJ 441 – Applied Legal Research and Communication (3) Y
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.

CRJ 461 – Senior Seminar (3) Y
Selected topics of current interest. Emphasizes critical analysis of current
Criminal Justice

Social Sciences and Management Division

Faculty: Choo, Curtiss, Gordon, McBride, Orlin, Rebovich, Staff

CRJ 103 – Introduction to Criminal Justice (3) Y

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

CRJ 300 – Special Topics in Criminal Justice (1–3) Y

Consideration or one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit. (Limit of 12 credit hours.)

CRJ 312 – American Policing (3) Y

Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 313 – Corruption and Organized Crime (3) IR

Development of organized crime in the United States and its impact on social, economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 314 – Modern Techniques in Crime Investigation (3) Y

Theory and practice of modern investigation methods for public and private sector agencies. Techniques and procedures for evidence collection, preservation, and presentation. Reviews investigation resources, including crime laboratory and databases. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 321 – Issues in Juvenile Justice (3) Y

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.

CRJ 324 – American Corrections (3) Y

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

CRJ 333 – Information Security (3) Y

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

CRJ 334 – Economic Crime Investigation (3) Y

White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite: Criminal Justice 103 or equivalent.

CRJ 335 – Cybercrime Law and Investigations (3) Y

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

CRJ 340 – Constitutional Law in the Criminal Process (3) Y

Case study approach to theoretical and applied knowledge of constitutional issues affecting the criminal justice system. Develops research and analytical skills for further study of the Constitution and its changing interpretation. Prerequisite: Government and Politics 341.

CRJ 343 – Law of Economic Crime (3) Y

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

CRJ 351 – Comparative Criminal Justice Systems (3) Y

Design, operation, and legal basis for systems of justice in other countries. Governmental, political, demographic, and economic factors in past and current trends in the adjudication of offenders. Cross-cultural analysis of causes of crime and systems of justice. Prerequisite: Criminal Justice 103.

CRJ 352 – Administrative Issues in Criminal Justice (3) IR

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

CRJ 3435 – Computer Forensics (3) Y

Root methods, forensic tools and procedures used in analysis of digital evidence in computer hardware, software and peripherals. Rules applicable to extraction and preservation of data and digital evidence. Prerequisite: Computer Science 303.

CRJ 441 – Applied Legal Research and Communication (3) Y

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.

CRJ 461 – Senior Seminar (3) Y

Selected topics of current interest. Emphasizes critical analysis of current
research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite: permission of instructor.

CRJ 470 – Internship (6–15) S,U Participation on staff of criminal justice agency under co-supervision of faculty and agency personnel. Field experience, periodic conferences and seminars, written and reading assignments designed to combine theory and professional practice. Prerequisite: permission of instructor.

CRJ 490 – Independent Study (1–6) IR Exploration of criminal justice problems in depth. Individual independent study on plan submitted by the student. Prerequisite: permission of instructor.

Economics
Social Sciences and Management Division
Faculty: Blanchfield, Fenner, Neun, Staff

ECN 131 – Principles of Microeconomics (3) F,S Principles of economics with major emphasis on the theory of the market system (microeconomics), the economics of international trade, and current economic problems.

ECN 141 – Principles of Macroeconomics (3) F,S Principles of economics with major emphasis on the system as a whole (macroeconomics) and the role of government through fiscal, monetary, and other policies to maintain full employment without inflation.

ECN 241 – Statistics (3) F,S 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.

ECN 331 – Intermediate Microeconomic Theory (3) Y 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.

ECN 332 – Managerial Economics (3) Y Introduction to econometric models and the tools of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisites: Economics 131, 141, and 241.

ECN 341 – Intermediate Macroeconomic Theory (3) Y National Product and income concepts, measurements, and relationships; interrelationships of the major segments of the national economy; forces affecting the general level of economic activity. Prerequisites: Economics 131 and 141.

ECN 343 – Money and Banking (3) Y 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.

ECN 344 – Labor Problems (3) Y A study of the theory and operation of the American labor market with particular attention to problems of unemployment, wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisites: Economics 131 and 141 or permission of instructor.

ECN 345 – History of Economic Thought (3) IR The evolution of economic thought during the last 300 years. The socioeconomic milieu as well as the theories of major writers are considered. Prerequisites: Economics 131 and 141.

ECN 346 – Government and Economic Life (3) Y Economic theory as applied to historic and current issues of public policy. Governmental planning and control of industry, resources, prices, banking, and business fluctuations. Prerequisite: Economics 141.

ECN 347 – American Economic Development (3) IR 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.

ECN 348 – Business and Economic Forecasting (3) IR 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.

ECN 349 – Urban Economics (3) IR The theory of the location of economic activity in urban areas. Applications of location theory and welfare economics to problems of poverty, human resources, housing, transportation, and discrimination. Urban growth and development. Prerequisite: Economics 131.

ECN 357 – Health Economics (3) IR Economic problems faced by health care industry. Production of health care, market for health care, impact of health insurance, and role of government regulation.

ECN 442 – Public Finance (3) Y Economics of the public sector. Analysis of revenues and expenditures of federal, state, and local governments; public debt; tax incidence; tax policy; fiscal federalism; and public choice theory. Prerequisites: Economics 131 and 141.

ECN 443 – International Trade (3) Y Study of trade theory; international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements. Prerequisites: Economics 131 and 141.

ECN 444 – Economic Development (3) IR 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.

ECN 445 – Environmental Economics (3) IR Introduction to the problem of the economic obstacles in cleaning the environment. Emphasizes the deficiencies of economic theory in not accounting for the waste products of our production. Prerequisites: Economics 131 and 141.

ECN 446 – Comparative Economic Systems (3) IR 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.
Courses of Instruction

Economics
Social Sciences and Management Division
Faculty: Blanchfield, Fenner, Neun, Staff

ECN 131 – Principles of Microeconomics (3) F,S
Principles of economics with major emphasis on the theory of the market system (microeconomics), the economics of international trade, and current economic problems.

ECN 141 – Principles of Macroeconomics (3) F,S
Principles of economics with major emphasis on the system as a whole (macroeconomics) and the role of government through fiscal, monetary, and other policies to maintain full employment without inflation.

ECN 241 – Statistics (3) F,S
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.

ECN 331 – Intermediate Microeconomic Theory (3) Y
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.

ECN 332 – Managerial Economics (3) Y
Introduction to econometric methods and models of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisites: Economics 131, 141, and 241.

ECN 341 – Intermediate Macroeconomic Theory (3) Y
National Product and income concepts, measurements, and relationships; interrelationships of the major segments of the national economy; forces affecting the general level of economic activity. Prerequisites: Economics 131 and 141.

ECN 343 – Money and Banking (3) Y
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.

ECN 344 – Labor Problems (3) Y
A study of the theory and operation of the American labor market with particular attention to problems of unemployment, wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisites: Economics 131 and 141 or permission of instructor.

ECN 345 – History of Economic Thought (3) IR
The evolution of economic thought during the last 300 years. The socioeconomic milieu as well as the theories of major writers are considered. Prerequisites: Economics 131 and 141.

ECN 346 – Government and Economic Life (3) Y
Economic theory as applied to historic and current issues of public policy. Governmental planning and control of industry, resources, prices, banking, and business fluctuations. Prerequisite: Economics 141.

ECN 347 – American Economic Development (3) IR
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.

ECN 348 – Business and Economic Forecasting (3) IR
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.

ECN 349 – Urban Economics (3) IR
The theory of the location of economic activity in urban areas. Applications of location theory and welfare economics to problems of poverty, human resources, housing, transportation, and discrimination. Urban growth and development. Prerequisite: Economics 131.

ECN 375 – Health Economics (3) IR
Economic problems faced by health care industry. Production of health care, market for health care, impact of health insurance, and role of government regulation.

ECN 442 – Public Finance (3) Y
Economics of the public sector. Analysis of revenues and expenditures of federal, state, and local governments; public debt; tax incidence; tax policy; fiscal federalism; and public choice theory. Prerequisites: Economics 131 and 141.

ECN 443 – International Trade (3) Y
Study of trade theory, international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements.

ECN 444 – Economic Development (3) IR
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.

ECN 445 – Environmental Economics (3) IR
Comparative analysis of the different ways that countries solved their fundamental economic problems. Covers all systems from capitalism to communism. Prerequisites: Economics 131 and 141.
ECN 449 – Foreign Trade Management (3) Y
Practical knowledge of essential techniques in export and import management. Prerequisites: Economics 131 and 141.

ECN 470 – Internship (3–12) IR
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.

ECN 475 – Research Methods in Economics (3) Y
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.

ECN 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Education

Health and Human Studies Division
Faculty: Channer-Dugan, Dorow, Fisch, Jarzab, Quezada, Zoeckler, Staff

EDU 111 – Introduction to Teaching (1) F,S
Ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco, and drug abuse; safety education; fire and arson prevention; current issues. One hour per week observation and tutoring.

EDU 201 – Applied Educational Psychology (3) F,S
Cognitive processes, memory and concepts, problem solving, creativity, moral development, self-concept, behaviorism, motivation, social learning, classroom management, and exceptional students. Twenty-five hours of field work required.

EDU 215 – Diversity, Disabilities, and Success (3) F,S
Nature of students with full range of disabilities and special health care needs. Includes disabled, socioeconomically disadvantaged, and English language learners. Effect of disabilities and needs on learning and behavior. Identifying strengths, individualizing instruction, collaboration, instructional strategies. 20 hours of fieldwork required.

EDU 218 – Curriculum and Instruction (3) F,S
Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and interrelationships. Taught on site at Kernan Elementary School.

EDU 301 – Foundations of Literacy (3) F,S
Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours of fieldwork required.

EDU 302 – Literacy and Comprehension: Birth-Childhood (3) F,S
Advanced theory and methods of literacy development, age 0 - grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn. English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 303 – Literacy and Comprehension: Middle-Adolescence (3) F,S
Advanced theory and methods of literacy development, grades 7-12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn. English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 312 – Practical Teaching Methodologies (3) F,S
Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. 20 hours of fieldwork required.

EDU 314 – Children's Literature (3) F,S

EDU 316 – Social Studies/Literacy Methods: Birth-Childhood (3) F,S
Comprehensive social studies program for pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 317 – Math/Science Methods: Birth-Childhood (3) F,S
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 321 – Foundations of American Education (3) F,S
Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio. 20 hours of fieldwork required.

EDU 322 – Adolescent English/Language Arts and Social Studies Methods (3) F,S
Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English and Social studies; interdisciplinary planning. 20 hours of fieldwork required. Prerequisite: Education 312.

EDU 323 – Adolescent Mathematics, Science, and Business Methods (3) F,S
Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics, the sciences, and business and marketing; interdisciplinary planning. 20 hours of fieldwork required. Prerequisite: Education 312.

EDU 471 – Student Teaching Seminar (0) F,S
Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, portfolio development, and professional portfolio. Meets weekly. Corequisite: Education 475,476.

EDU 475 – Student Teaching I (6) F,S
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 Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Corequisite: Education 476. Permission of director required.

EDU 476 – Student Teaching II (6) F,S
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assign-
ECN 449 – Foreign Trade Management (3) Y
Practical knowledge of essential techniques in export and import management. Prerequisites: Economics 131 and 141.

ECN 470 – Internship (3–12) IR
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.

ECN 475 – Research Methods in Economics (3) Y
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.

ECN 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Education

Health and Human Studies Division
Faculty: Chanter-Dugan, Dorow, Fisch, Jarzab, Quezada, Zoeckler, Staff

EDU 111 – Introduction to Teaching (1) F,S
Ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco, and drug abuse; safety education; fire and arson prevention; current issues. One hour per week observation and tutoring.

EDU 201 – Applied Educational Psychology (3) F,S
Cognitive processes, memory and concepts, problem solving, creativity, moral development, self-concept, behaviorism, motivation, social learning, classroom management, and exceptional students. Twenty-five hours of field work required.

EDU 215 – Diversity, Disabilities, and Success (3) F,S
Nature of students with full range of disabilities and special health care needs. Includes disabled, socioeconomically disadvantaged, and English language learners. Effect of disabilities and needs on learning and behavior. Identifying strengths, individualizing instruction, collaboration, instructional strategies. 20 hours of fieldwork required.

EDU 218 – Curriculum and Instruction (3) F,S
Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and interrelationships. Taught on site at Kernan Elementary School.

EDU 301 – Foundations of Literacy (3) F,S
Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours of fieldwork required.

EDU 302 – Literacy and Comprehension: Birth-Childhood (3) F,S
Advanced theory and methods of literacy development, age 0 - grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 303 – Literacy and Comprehension: Middle-Adolescence (3) F,S
Advanced theory and methods of literacy development, grades 7-12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 312 – Practical Teaching Methodologies (3) F,S
Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. 20 hours of fieldwork required.

EDU 314 – Children's Literature (3) F,S

EDU 316 – Social Studies/Literacy Methods: Birth-Childhood (3) F,S
Objectives, content, instructional materials used to teach social studies in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 317 – Math/Science Methods: Birth-Childhood (3) F,S
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 321 – Foundations of American Education (3) F,S
Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio. 20 hours of fieldwork required.

EDU 322 – Adolescent English/Language Arts and Social Studies Methods (3) F,S
Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English and Social studies; interdisciplinary planning. 20 hours of fieldwork required. Prerequisite: Education 312.

EDU 323 – Adolescent Mathematics, Science, and Business Methods (3) F,S
Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics, the sciences, and business and marketing; interdisciplinary planning. 20 hours of fieldwork required. Prerequisite: Education 312.

EDU 471 – Student Teaching Seminar (0) F,S
Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, portfolio development, and professional portfolio. Meets weekly. Corequisite: Education 475,476.

EDU 475 – Student Teaching I (6) F,S
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 Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Corequisite: Education 476. Permission of director required.

EDU 476 – Student Teaching II (6) F,S
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assign-
ments, and evaluations. Graded on a pass/fail basis. Prerequisite: The prepara-
tion course sequence in either Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Corequisite: Education 476. Permission of director required.

Engineering

Arts and Sciences Division
Faculty: Duke, Day, Staff

EGR 281 – Engineering Mechanics: Statics (3)
For pre-engineering and physics stu-
dents; 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 261 and Mathematics 202.

EGR 282 – Engineering Mechanics: Dynamics (3)
For pre-engineering and physics stu-
dents. 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.

EGR 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 Physics 351. Prerequisite: Physics 262.

English*

Arts and Sciences Division
Faculty: Bergmann, Cormican, Darcy, de la Paz, Hutchinson, Janda, Matza, Orr, Scannell, Torres, Witucki, Staff

Writing Center
A non-credit tutorial service available to any Utica College student who wishes help with particular writing problems.

ENG 100 – Writing Skills (1–2) F,S,U
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.

ENG 101 – Written Communication I (3) F,S
Practice in college-level writing, focusing on the expository essay.

ENG 102 – Written Communication II (3) F,S
Further practice in college-level writing, focusing on research.

ENG 103 – Introduction to the English Language (3) F,S
An examination of the influence of lan-
guage on attitude and perception, manip-
ulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

ENG 135 – Introduction to Literature (3) F,S
Study of literary genres: fiction, poetry, drama, basic strategies for better understand-
ing and enjoyment.

ENG 195 – American Literature and Culture (3) F,S
Exploration of this country’s hopes, fail-
ures, and achievements as depicted in major poetry, prose, drama, cinema, painting.

ENG 235H – Studies in Literature (3) S
Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 245 – Major Figures in English Literature: Through the 18th Century (3) S
Introductory survey of major English authors from the Middle Ages through the 18th century: Chaucer, Shakespeare, 17th century poets, Milton, Swift, Pope, and Johnson.

ENG 246 – Major Figures in English Literature: Since the 18th Century (3) S
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.

ENG 304 – Advanced Composition (3) O
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.

ENG 307 – Beginning Creative Writing (3) F
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.

ENG 308 – Advanced Creative Writing (3) O
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.

ENG 311 – Modern English Grammar (3) O
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.

ENG 313 – American Social Dialects (3) O
A practical introduction to the study of geographic, social, and urban dialectol-
yogy with an emphasis on the relationship to the students’ field of interest such as social work, sociology education, and others.

ENG 315 – Writing in the Professions (3) O
Practice, theory, and research concerning writing techniques used in business, sci-
entific, and technical disciplines. Letters, reports, abstracts, technical manuals, charts and graphs, outlines, and propos-
als. Documentation required in industry, science, and technical management. Prerequisite: English 102.

ENG 316 – Principles and Practice of ESL (3) F
Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including test-
ing, in speaking, reading, writing, com-
munication, and culture.

ENG 317 – ESL Through the Subject Areas (3) S
Provides materials and techniques for teaching ESL through mathematics, sci-
ence, and social studies.

ENG 318 – Introduction to Linguistics (3) O
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.
ments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in either Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Corequisite: Education 476. Permission of director required.

Engineering
Arts and Sciences Division
Faculty: Duke, Day, Staff

EGR 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 261 and Mathematics 202.

EGR 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.

EGR 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 Physics 351. Prerequisite: Physics 262.

English*
Arts and Sciences Division
Faculty: Bergmann, Cormican, Darcy, de la Paz, Hutchinson, Janda, Matza, Orr, Scannell, Torres, Witucki, Staff

Writing Center
A non-credit tutorial service available to any Utica College student who wishes help with particular writing problems.

ENG 100 – Writing Skills (1–2) F,S,U
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.

ENG 101 – Written Communication I (3) F,S
Practice in college-level writing, focusing on the expository essay.

ENG 102 – Written Communication II (3) F,S
Further practice in college-level writing, focusing on research.

ENG 103 – Introduction to the English Language (3) F,S
An examination of the influence of language on attitude and perception, manipulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

ENG 105 – Introduction to Literature (3) F,S
Study of literary genres: fiction, poetry, drama, basic strategies for better understanding and enjoyment.

ENG 195 – American Literature and Culture (3) F,S
Exploration of this country’s hopes, failures, and achievements as depicted in major poetry, prose, drama, cinema, painting.

ENG 235H – Studies in Literature (3) S
Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 245 – Major Figures in English Literature: Through the 18th Century (3) F,S
Introductory survey of major English authors from the Middle Ages through the 18th century: Chaucer, Shakespeare, 17th century poets, Milton, Swift, Pope, and Johnson.

ENG 246 – Major Figures in English Literature: Since the 18th Century (3) S
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.

ENG 304 – Advanced Composition (3) O
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.

ENG 307 – Beginning Creative Writing (3) F
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.

ENG 308 – Advanced Creative Writing (3) O
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.

ENG 311 – Modern English Grammar (3) O
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.

ENG 313 – American Social Dialects (3) O
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.

ENG 315 – Writing in the Professions (3) O
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.

ENG 316 – Principles and Practice of ESL (3) F
Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including testing, in speaking, reading, writing, communication, and culture.

ENG 317 – ESL Through the Subject Areas (3) S
Provides materials and techniques for teaching ESL through mathematics, science, and social studies.

ENG 318 – Introduction to Linguistics (3) O
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.
ENG 335 – Renaissance Literature: 1500–1660 (3) IR
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.

ENG 345 – Restoration and Eighteenth Century Literature: 1660–1792 (3) IR
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.

ENG 351 – Language and Culture (3) IR
The interrelation between culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problem of socio-linguistics and communication. Same as Anthropology 351.

ENG 355 – Literature of the Romantic Period (3) IR
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.

ENG 356 – Literature of the Victorian Period (3) IR
Novels, essays, and poetry of such authors as Tennyson, Ruskin, Carlyle, Dickens, Eliot, and Hardy. Consideration of pervasive Victorian ideas and attitudes.

ENG 357 – Modern British Literature (3) IR
Major British writers and works from 1900 to the present, viewed in a historical context. All genres will be included.

ENG 367 – Shakespearean Drama (3) S
Introduction to Shakespeare, including some of the most familiar plays: Romeo and Juliet, Julius Caesar, Hamlet, Macbeth, selected comedies and histories.

ENG 372 – Studies in Short Fiction (3) O
A study of earlier and contemporary short stories and novel, including works in translation and in English with emphasis on the latter.

ENG 374 – Forms and Art of Poetry (3) O
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.

ENG 375 – Literature of the Theatre (3) IR
Forms of drama (tragedy, comedy, tragi-comedy, and others) from ancient Greece to the present. Same as Theatre 375.

ENG 385 – American Literature: 1820–1860 (3) O
Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others.

ENG 386 – American Literature: 1860–1910 (3) O
Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others.

ENG 395 – American Literature: 1910–1945 (3) O
In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, others.

ENG 396 – American Literature: 1945 to the Present (3) O
In-depth survey of major contributions by American poets and fiction writers since the Second World War.

ENG 397 – Modern American Poetry (3) IR

ENG 398 – Literary Criticism, Research, and Theory (3) O
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.

ENG 400 – Studies in British or American Writers (3) IR
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.

ENG 408 – History of the English Language (3) O
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.

ENG 410, 420, 430 – Topics in Language and Literature (3) O
In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, others.

ENG 489, 499 – Honors Tutorial (3, 3) F,S
Students work with a faculty supervisor on a challenging academic or creative project. By invitation only.

ENG 490 – Independent Study (3) F,S

* Also see courses listed under World Literature.
ENG 335 – Renaissance Literature: 1500-1660 (3) IR
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.

ENG 345 – Restoration and Eighteenth Century Literature: 1660-1792 (3) IR
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.

ENG 351 – Language and Culture (3) IR
The interrelation between culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problem of socio-linguistics and communication. Same as Anthropology 351.

ENG 355 – Literature of the Romantic Period (3) IR
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.

ENG 356 – Literature of the Victorian Period (3) IR
Novels, essays, and poetry of such authors as Tennyson, Ruskin, Carlyle, Dickens, Eliot, and Hardy. Consideration of pervasive Victorian ideas and attitudes.

ENG 357 – Modern British Literature (3) IR
Major British writers and works from 1900 to the present, viewed in a historical context. All genres will be included.

ENG 367 – Shakespearean Drama (3) S
Introduction to Shakespeare, including some of the most familiar plays: Romeo and Juliet, Julius Caesar, Hamlet, Macbeth, selected comedies and histories.

ENG 372 – Studies in Short Fiction (3) O
A study of earlier and contemporary short stories and novelists, including works in translation and in English with emphasis on the latter.

ENG 374 – Forms and Art of Poetry (3) O
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.

ENG 375 – Literature of the Theatre (3) IR
Forms of drama (tragedy, comedy, tragi-comedy, and others) from ancient Greece to the present. Same as Theatre 375.

ENG 385 – American Literature: 1820–1860 (3) O
Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others.

ENG 386 – American Literature: 1860–1910 (3) O
Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others.

ENG 395 – American Literature: 1910–1945 (3) O
In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, others.

ENG 396 – American Literature: 1945 to the Present (3) O
In-depth survey of major contributions by American poets and fiction writers since the Second World War.

ENG 397 – Modern American Poetry (3) IR

ENG 398 – Literary Criticism, Research, and Theory (3) O
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.

ENG 400 – Studies in British or American Writers (3) IR
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.

ENG 408 – History of the English Language (3) O
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.

ENG 410, 420, 430 – Topics in Language and Literature (1) IR
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.

ENG 489, 499 – Honors Tutorial (3, 3) FS
Students work with a faculty supervisor on a challenging academic or creative project. By invitation only.

ENG 490 – Independent Study (3) FS

* Also see courses listed under World Literature.
Courses of Instruction

Finance
Social Sciences and Management Division
Faculty: B. Dunn, Neun, Staff
FIN 251 – Corporation Finance (3) Y
General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisites: Accounting 201, or permission of instructor.

FIN 343 – Money and Banking (3) Y
See Economics 343. Students cannot take both Economics 343 and Finance 343 for credit.

FIN 351 – Financial Management (3) Y
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.

FIN 352 – Investments (3) Y
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: Whitefeather, Staff
FIA 115 – Introduction to Art (3) FsS
Basic concepts for experiencing and understanding art. Art defined through the study of elements, techniques, styles, and ideas.

FIA 151 – General Drawing (3) IR
A basic art program introducing the principles and practices of drawing. The program involves lecture periods, class discussions, demonstrations, research assignments, and studio assignments.

FIA 245 – History of Art I (3) F
Art from pre-history to medieval times. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

FIA 246 – History of Art II (3) S
Proto-Renaissance to the present. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

FIA 251S – General Drawing II (3) IR
Emphasis on interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Studio course. Prerequisite: Fine Arts 151.

FIA 344S – Creative Expression (3) IR
Examination and use of common images/symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

FIA 351S – Advanced Drawing (3) IR
Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Permission of instructor.

FIA 400 – Studies in Art History (3) IR
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.

French
Social Sciences and Management Division
Faculty: Little, Staff
FRE 101 – Beginning French I (3) FsS
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

FRE 102 – Beginning French II (3) FsS
Continuation of French 101; prerequisite: French 101 or equivalent.

FRE 201 – Intermediate French I (3) F
Reading; grammar review; oral work; translation; simple composition. Prerequisite: French 102 or equivalent.

FRE 202 – Intermediate French II (3) S
Continuation of French 201. Prerequisite: French 201 or equivalent.

FRE 237 – French Conversation and Grammar Review (3) O
Thorough conversational practice. Training in oral comprehension and use of the French language: pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: French 202 or equivalent (in turn, French 237 is a prerequisite for French 327).

FRE 247 – French Civilization and Culture (3) O
An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student’s cultural interests. Prerequisite: French 202 or equivalent.

FRE 300 – Topics in French Literature (3) IR
Concentrated study emphasizing a specific period, genre, author or theme within French literature. Taught in French. May be repeated once, provided topic is not the same. Prerequisite: French 202 or permission of instructor.

FRE 311 – French Film (3) IR
French film in cultural and historical contexts. Taught in English.

FRE 327 – Spoken French (3) O
Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite: French 237 or equivalent or permission of instructor.

FRE 388 – Masterpieces of French Literature (3) O
Readings and critical analysis of representative works. Discussion of their importance in representative literary movements. Oral and written reports. Conducted in French. Prerequisite: French 202 or equivalent.

FRE 490 – Independent Study (3) IR

Geology
Arts and Sciences Division
Faculty: Kanfoush, Staff
GOL 105 – Society, Earth, and the Environment (3) Y
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
Finance
Social Sciences and Management Division
Faculty: B. Dunn, Neun, Staff

FIN 251 – Corporation Finance (3) Y
General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisites: Accounting 201, or permission of instructor.

FIN 343 – Money and Banking (3) Y
See Economics 343. Students cannot take both Economics 343 and Finance 343 for credit.

FIN 351 – Financial Management (3) Y
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.

FIN 352 – Investments (3) Y
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.

FIA 115 – Introduction to Art (3) F,S
Basic concepts for experiencing and understanding art. Art defined through the study of elements, techniques, styles, and ideas.

FIA 151 – General Drawing (3) IR
A basic art program introducing the principles and practices of drawing. The program involves lecture periods, class discussions, demonstrations, research assignments, and studio assignments.

FIA 245 – History of Art I (3) F
Art from pre-history to medieval times. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

FIA 246 – History of Art II (3) S
Proto-Renaissance to the present. Placement and continuous development of style, purpose, and iconography of major art objects and monuments.

FIA 251S – General Drawing II (3) IR
Emphasis on interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Studio course. Prerequisite: Fine Arts 151.

FIA 344S – Creative Expression (3) IR
Examination and use of common images/symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

FIA 351S – Advanced Drawing (3) IR
Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Permission of instructor.

FIA 400 - Studies in Art History (3) IR
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.

French
Social Sciences and Management Division
Faculty: Little, Staff

FRE 101 – Beginning French I (3) F,S
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

FRE 102 – Beginning French II (3) F,S
Continuation of French 101; prerequisite: French 101 or equivalent.

FRE 201 – Intermediate French I (3) F
Reading; grammar review; oral work; translation; simple composition. Prerequisite: French 102 or equivalent.

FRE 202 – Intermediate French II (3) S
Continuation of French 201. Prerequisite: French 201 or equivalent.

FRE 237 – French Conversation and Grammar Review (3) O
Thorough conversational practice. Training in oral comprehension and use of the French language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite: French 202 or equivalent (in turn, French 237 is a prerequisite for French 327).

FRE 247 – French Civilization and Culture (3) O
An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student’s cultural interests. Prerequisite: French 202 or equivalent.

FRE 288 – Introduction to French Literature (3) O
Critical reading and discussion of major works belonging to various movements and genres. Conducted in French. Prerequisite: French 202 or permission of instructor.

FRE 300 – Topics in French Literature (3) IR
Concentrated study emphasizing a specific period, genre, author or theme within French literature. Taught in French. May be repeated once, provided topic is not the same. Prerequisite: French 202 or permission of instructor.

FRE 311 – French Film (3) IR
French film in cultural and historical contexts. Taught in English.

FRE 327 – Spoken French (3) O
Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite: French 237 or equivalent or permission of instructor.

FRE 388 – Introduction to French Literature (3) O
Critical reading and discussion of major works belonging to various movements and genres. Conducted in French. Prerequisite: French 202 or equivalent.

FRE 490 – Independent Study (3) IR

Geology
Arts and Sciences Division
Faculty: Kanfoush, Staff

GOL 105 – Society, Earth, and the Environment (3) Y
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
Courses of Instruction

occurrences as a means of predicting future disasters. Study of the technology, sociology, and politics of pollution, energy, and resources.

GOL 115 – Elementary Oceanography (3) Y
Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of sea water, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

GOL 125 – General Geology (4) Y
The history and development of the earth and the origin and evolution of the life upon the earth with emphasis on North America. Lectures, laboratory, field trips.

GOL 201 – Geomorphology (4) IR
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.

GOL 211 – Paleontology (5) IR
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.

GOL 390 – Independent Study (1-6) IR
Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisites: permission of the division and at least a 3.0 average in geology courses.

GOL 398 – Structural Geology (4) IR
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.

GER 201 – Intermediate German I (3) IR
Reading; grammar review; oral work; translation; simple composition. Prerequisite: German 102 or equivalent.

GER 202 – Intermediate German II (3) IR
Continuation of German 201. Prerequisite: German 201 or equivalent.

GER 203 – Advanced German (3) IR
Continuation of German 202. Prerequisite: German 202 or equivalent.

GER 207 – German Culture (3) IR
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. Explorations of gerontology issues through an individualized plan that integrates theory with practical experience.

GNT 290 – Independent Study (3) IR
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 biology courses.

GNT 300 – Special Topics in Gerontology (3) F
Issues affecting the aged, such as environmental accessibility, aging in special populations, and administration of services.

GNT 325 – Personalized Care Model (3) IR
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.

GNT 377 – Social Gerontology; Field Work Seminar (3) S
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.

GNT 411 – Aging and Mental Health (3) IR
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.

GNT 470 – Experiences in Gerontology (3) ES
Exploration of gerontology issues through an individualized plan that integrates theory with practical experience.

Government and Politics

Social Sciences and Management Division
Faculty: Emmer, Orlin, Richmond, Staff

GOV 101 – Introduction to Politics and American Government (3) ES
The study of political phenomena and discussion of the nature and meaning of democracy with emphasis on American national government.

GOV 102 – Introduction to Comparative Politics (3) IR
Comparison of governmental institutions and the political process in several contemporary national political systems,
ovements as a means of predicting future disasters. Study of the technology, sociology, and politics of pollution, energy, and resources.

**GOL 115 – Elementary Oceanography (3) Y**
Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of sea water, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

**GOL 125 – General Geology (4) Y**
The history and development of the earth and the origin and evolution of the life upon the earth with emphasis on North America. Lectures, laboratory, field trips.

**GOL 201 – Geomorphology (4) IR**
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.

**GOL 211 – Paleontology (5) IR**
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.

**GOL 390 – Independent Study (1–6) IR**
Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisites: permission of the division and at least a 3.0 average in geology courses.

**GOL 398 – Structural Geology (4) IR**
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.

**GOL 415 – Stratigraphy and Sedimentation (4) IR**
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**

**GER 101 – Beginning German I (3) IR**
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of the simple prose. Language lab required.

**GER 102 – Beginning German II (3) IR**
Continuation of German 101. Prerequisite: German 101 or equivalent.

**GER 201 – Intermediate German I (3) IR**
Reading; grammar review; oral work; translation; simple composition. Prerequisite: German 102 or equivalent.

**GER 202 – Intermediate German II (3) IR**
Continuation of German 201. Prerequisite: German 201 or equivalent.

**GER 290 – Independent Study (3) IR**
both Western and non-Western. Attention given to the methods used in studying comparative politics.

**GOV 211 – Introduction to Human Rights (1) Y**
Introduction to contemporary human rights problems and the global response to these issues. Same as Human Rights Advocacy 211.

**GOV 212 – American Political Parties and Elections (3) Y**
Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite: Government and Politics 101 or permission of instructor.

**GOV 215 – Public Opinion and Political Behavior (3) IR**
Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite: Government and Politics 101 or permission of instructor.

**GOV 212 – American Political Parties and Elections (3) Y**
Examination of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite: Government and Politics 101 or permission of instructor.

**GOV 221 – State and Local Government (3) IR**
Examination of the structure, politics, policy process, and problems of American state and local governments as they function within the federal system.

**GOV 235 – Civil Rights, Public Policy, and Social Change (3) IR**
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.

**GOV 242 – Jurisprudence and the American Legal System (3) Y**
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.

**GOV 251 – Congress and the Legislative Process (3) Y**
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.

**GOV 261 – International Relations (3) Y**
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.

**GOV 271 – European Politics (3) Y**
Politics and government in the United Kingdom, France, Germany, and the European Community. Political culture, parties, institutions, and electoral politics.

**GOV 281 – Political Ideas and Ideologies (3) Y**
Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

**GOV 313 – Campaign Management (3) IR**
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.

**GOV 332 – Public Administration (3) Y**
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.

**GOV 333 – American Public Policy (3) Y**
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.

**GOV 341 – Jurisprudence of the Criminal Law (3) Y**
Criminal law as process for dispute settlement and maintenance of order by the state. Emphasis on legal reasoning, legal process, and necessity to maintain historical continuity and doctrinal consistency.

**GOV 345 – Constitutional Law in the Governmental Process (3) Y**

**GOV 346 – Civil Liberties (3) Y**
Problems of civil liberties as interpreted by the Courts, as implemented by legislation, and as discussed as public issues.

**GOV 346 – Civil Liberties (3) Y**
Problems of civil liberties as interpreted by the Courts, as implemented by legislation, and as discussed as public issues.

**GOV 363 – International Organizations (3) Y**
Development, organization, and operation of social, economic, and political institutions. Prerequisite: Government and Politics 261.

**GOV 364 – International Law (3) Y**
Principles and rules concerning the conduct of nation-states, including use of force, status of nationals, jurisdictional questions, status and functions of governmental personnel, treaties, and organizational questions. Prerequisite: Government and Politics 261 or permission of instructor.

**GOV 365 – American Foreign Policy (3) Y**
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.

**GOV 368 – International Political Economy (3) Y**
Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

**GOV 372 – Russian Politics (3) IR**
Political processes and governmental structures in Russia. Political culture, parties, institutions, electoral politics, policy-making and implementation.

**GOV 373 – African Politics (3) IR**
Examination of such major trends in Africa as political development, socialism, the one-party state, the role of the military, and the interaction between Africa and the West.

**GOV 374 – Latin American Politics (3) IR**
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.

**GOV 375 – Political Change in Developing Nations (3) IR**
Comparative study of political change in the context of selected African, Asian, and Latin American nations. Emphasis on both the process of development, and the structures of political competition.

**GOV 382 – American Political Concepts (3) IR**
American political concepts, especially justice and liberty, in their relation to
both Western and non-Western. Attention given to the methods used in studying comparative politics.

GOV 211 – Introduction to Human Rights (1) Y
Introduction to contemporary human rights problems and the global response to these issues. Same as Human Rights Advocacy 211.

GOV 212 – American Political Parties and Elections (3) Y
Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite: Government and Politics 101 or permission of instructor.

GOV 215 – Public Opinion and Political Behavior (3) IR
Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite: Government and Politics 101 or permission of instructor.

GOV 221 – State and Local Government (3) IR
Examination of the structure, policies, policy process, and problems of American state and local governments as they function within the federal system.

GOV 235 – Civil Rights, Public Policy, and Social Change (3) IR
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.

GOV 242 – Jurisprudence and the American Legal System (3) Y
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.

GOV 251 – Congress and the Legislative Process (3) Y
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.

GOV 261 – International Relations (3) Y
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.

GOV 271 – European Politics (3) Y
Politics and government in the United Kingdom, France, Germany, and the European Community. Political culture, parties, institutions, and electoral politics.

GOV 281 – Political Ideas and Ideologies (3) Y
Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

GOV 313 – Campaign Management (3) IR
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.

GOV 332 – Public Administration (3) Y
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.

GOV 333 – American Public Policy (3) Y
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.

GOV 341 – Jurisprudence of the Criminal Law (3) Y
Criminal law as process for dispute settlement and maintenance of order by the state. Emphasis on legal reasoning, legal process, and necessity to maintain historical continuity and doctrinal consistency.

GOV 345 – Constitutional Law in the Governmental Process (3) Y

GOV 346 – Civil Liberties (3) Y
Problems of civil liberties as interpreted by the Courts, as implemented by legislation, and as discussed as public issues.

GOV 348 – American Public Policy (3) Y
Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite: Government and Politics 101 or permission of instructor.

GOV 349 – International Political Economy (3) Y
Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

GOV 372 – Russian Politics (3) IR
Political processes and governmental structures in Russia. Political culture, parties, institutions, electoral politics, policymaking and implementation.

GOV 373 – African Politics (3) IR
Examination of such major trends in Africa as political development, socialism, the one-party state, the role of the military, and the interaction between Africa and the West.

GOV 374 – Latin American Politics (3) IR
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.

GOV 375 – Political Change in Developing Nations (3) IR
Comparative study of political change in the context of selected African, Asian, and Latin American nations. Emphasis on both the process of development, and the structures of political competition.

GOV 382 – American Political Concepts (3) IR
American political concepts, especially justice and liberty, in their relation to...
courts and other political institutions. Emphasis on development, under social and economic pressure, of American ideas concerning fundamental rights, and of procedures for giving effect to them.

**GOV 435 – Political Leadership and the American Presidency (3) Y**
Study of political leadership as it relates to the American Presidency. Analysis of the institution, decision-making processes, exercise of power, and theories of presidential personalities. Seminar format. Prerequisites: Government and Politics 101, 212, and 251 or permission of instructor.

**GOV 464 – International Protection of Human Rights (3) Y**
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control and remedy abuse of sovereign power. Same as Human Rights Advocacy 464.

*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.*

**GOV 471 – Campaign Internship (3 or 6) IR**
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.

**GOV 472 – Public Interest Organization Internship (3 or 6) Y**
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.

**GOV 473 – Administrative Internships (3 or 6) Y**
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.

**GOV 474 – Judicial Internship (3 or 6) Y**
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.

**GOV 475 – Legislative Internship (3, 6, or 9) Y**
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.

**GOV 490 – Independent Study (1–6) IR**
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 Studies**

**HLS 101 – Introduction to Health Professions (1) Y**
Orientation to health care professions, including history and philosophy, ethics, development of health care teams, professionalism and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

**HLS 105 – Applied Techniques in Emergency Care (2) F, S**
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.

**HLS 113 – Understanding Alcoholism, Chemical Dependency, and Mental Health (3) F**
Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

**HLS 147 – Motor Development (2) F, S**
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.

**HLS 200 – Current Topics in Health Care (1–3) IR**
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.

**HLS 201 – Manual Communication I (3) IR**
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.

**HLS 202(D) – Manual Communication II (3) IR**
Recognition, recall, and production of signs accurately and fluently. Emphasis on application of total communication skills in simulated and actual life situations. Prerequisite: Health Studies 201.

**HLS 203 – American Sign Language I (3) Y**
Basic receptive and expressive language skills in American Sign Language (ASL) including signs, grammar, syntax and finger spelling. Deaf history and culture.

**HLS 204 – American Sign Language II (3) Y**
Advanced study of ASL and deaf culture. Prerequisite: Health Studies 203.

**HLS 245 – Human Development Across the Life Span (3) F, S**
Study of normal sequences of neuromuscular, perceptual, socio-cultural development, and their relationship to behavior from infancy through old age. Recognition of development and life tasks in developmental continuum. Students may not also take Psychology 223 for credit.

**HLS 250 – Human Rights (3) Y**
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Same as Human Rights Advocacy 464.

**HLS 257**

Courses of Instruction
courts and other political institutions. Emphasis on development, under social and economic pressure, of American ideas concerning fundamental rights, and of procedures for giving effect to them.

**GOV 435 – Political Leadership and the American Presidency (3)**
Study of political leadership as it relates to the American Presidency. Analysis of the institution, decision-making processes, exercise of power, and theories of presidential personalities. Seminar format. Prerequisites: Government and Politics 101, 212, and 251 or permission of instructor.

**GOV 464 – International Protection of Human Rights (3)**
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control and remedy abuse of sovereign power. Same as Human Rights Advocacy 464.

*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.*

**GOV 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.

**GOV 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.

**GOV 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.

**GOV 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.

**GOV 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.

**GOV 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 Studies**

**HLS 101 – Introduction to Health Professions (1)**
Orientation to health care professions, including history and philosophy, ethics, development of health care teams, professionalism and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

**HLS 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.

**HLS 113 – Understanding Alcoholism, Chemical Dependency, and Mental Health (3)**
Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

**HLS 147 – Motor Development (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.

**HLS 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.

**HLS 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 Studies 201.

**HLS 203 – American Sign Language I (3)**
Basic receptive and expressive language skills in American Sign Language (ASL) including signs, grammar, syntax and finger spelling. Deaf history and culture.

**HLS 204 – American Sign Language II (3)**
Advanced study of ASL and deaf culture. Prerequisite: Health Studies 203.

**HLS 245 – Human Development Across the Life Span (3)**
Study of normal sequences of neuromuscular, perceptual, socio-cultural development, and their relationship to behavior from infancy through old age. Recognition of development and life tasks in developmental continuum. Students may not also take Psychology 223 for credit.

**HLS 309 – Medical Conditions and Implications (3)**
Medical conditions across the life span. Implications for function, medical management, and precautions for safety in practice. Completion of Psychology 223 or Health Studies 245 prior to enrollment strongly recommended. Prerequisite: Biology 102.

**HLS 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.
HLS 381 – Kinesiology (3) S
Science of human motion, including basic anatomic and mechanical principles. Prerequisites: Biology 201, Occupational Therapy 272 or 274, and Physics 151.

HLS 401 – Senior Seminar (3) F, S
Critical analysis of current health science topics, integrating previous learning, culminating in a capstone project. Prerequisite: Permission of instructor.

HLS 445 – Clinical Research (3) F, S
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: Cash, Swanson, Wittner, Young, Staff

HIS 105 – World History I (3) Y
World history up to 1500. Asia, Africa, Europe, the Middle East, and the Americas.

HIS 106 – World History II (3) F, S
World history from 1500 to the present. Asia, Africa, Europe, the Middle East, and the Americas.

HIS 155 – Introduction to Historical Research Methods (1) F, S
History as a field of study, including basic methods of historical research and writing, and familiarity with different schools of historical thought.

HIS 300, 300, 400 – Selected Topics (1–3 hours each) IR
Topics in various aspects of history. May vary from year to year. Prerequisite: Permission of the instructor.

HIS 202 – Introduction to East Asian History (3) Y
Survey of East Asian traditions and modern development in the Asian-Pacific region.

HIS 204 – America Before the Twentieth Century (3) Y
American history from early colonial times to late 19th century. Emphasis on colonial life, Revolutionary Era, Civil War and Reconstruction, and Industrial Revolution.

HIS 205 – America in the Twentieth Century (3) F, S
Twentieth-century American history focusing on Progressivism, the New Deal, both World Wars, civil rights movement, Vietnam War, and current history.

HIS 266 – Modern Europe (3) Y
Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 305 – Civil War and Reconstruction (3) Y
Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

HIS 308 – The United States in the World (3) O
Development of United States foreign policy from the Early National period to present, emphasizing popular thought and different concepts of the national interest.

HIS 311 – History of New York State (3) O
Study of economic, social, and political developments with particular emphasis on local history.

HIS 312 – American Immigration and Migration (3) O
Analysis of (1) sources, impact, and assimilation of immigrants from colonial times; (2) internal migration, focusing on movement of black population and Puerto Ricans to urban areas since World War II.

HIS 315 – The City in the United States (3) IR
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.

HIS 322 – America’s Aged through History (3) IR
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.

HIS 334 – History of Colonial Africa (3) O
African societies and European powers from 1870 to present. Africans’ resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 335 – Activity Analysis and Skills (3) F, S
Survey of East Asian traditions and modern development in the Asian-Pacific region.

HIS 337 – Germany in the Nazi Era (3) O
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.

HIS 343 – Modern Japan (3) Y
Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, struggles for human rights and democracy, ultranationalism and world war, the economic miracle and its aftermath, and popular culture.

HIS 345 – Constitutional Law in the Government Process (3) Y

HIS 367 – Central Europe (3) O
The Hapsburg Empire, its dissolution in 1918, and the nation-states which replaced it. Emphasis on the post-World War I states of Austria, Hungary, and Czechoslovakia. Discussion also of Germany, Poland, Romania, Yugoslavia, and Italy.

HIS 375 – War and the Military in Historical Perspective (3) IR
Evolution of warfare and military establishments in the western world from Greek and Roman times to the present.

HIS 376 – British History 1688 to the Present (3) IR
British from eighteenth to twentieth centuries with emphasis on political events, technological and economic developments, Napoleonic Wars, reform movements, Victorian period, colonialism, and loss of international authority.

HIS 381 – Germany in the Nazi Era (3) O
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.

HIS 385 – Russian History (3) IR
The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.
HIS 202 – Introduction to East Asian History (3) Y
Survey of East Asian traditions and modern development in the Asian-Pacific region.

HIS 204 – America Before the Twentieth Century (3) Y
American history from early colonial times to late 19th century. Emphasis on colonial life, Revolutionary Era, Civil War and Reconstruction, and Industrial Revolution.

HIS 205 – America in the Twentieth Century (3) F,S
Twentieth-century American history focusing on Progressivism, the New Deal, both World Wars, civil rights movement, Vietnam War, and current history.

HIS 266 – Modern Europe (3) Y
Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 267 – Modern Europe (3) F,S
Survey of Europe from 1750 to the present. Emphasis on social, political, economic, and cultural developments.

HIS 305 – Civil War and Reconstruction (3) Y
Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

HIS 308 – The United States in the World (3) Y
Development of United States foreign policy from the Early National period to present, emphasizing popular thought and different concepts of the national interest.

HIS 311 – History of New York State (3) O
Study of economic, social, and political developments with particular emphasis on local history.

HIS 312 – American Immigration and Migration (3) O
Analysis of (1) sources, impact, and assimilation of immigrants from colonial times; (2) internal migration, focusing on movement of black population and Puerto Ricans to urban areas since World War II.

HIS 315 – The City in the United States (3) IR
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.

HIS 322 – America's Aged through History (3) IR
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.

HIS 334 – History of Colonial Africa (3) O
African societies and European powers from 1870 to present. Africans' resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 336 – Europe in the Nineteenth and Twentieth Centuries (3) Y
Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 337 – Europe in the Nineteenth and Twentieth Centuries (3) Y
Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 338 – History of Colonial Africa (3) O
African societies and European powers from 1870 to present. Africans' resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 341 – Modern Japan (3) Y
Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, struggles for human rights and democracy, ultranationalism and world war, the economic miracle and its aftermath, and popular culture.

HIS 342 – Modern China (3) Y
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.

HIS 345 – Constitutional Law in the Government Process (3) Y

HIS 375 – War and the Military in Historical Perspective (3) IR
Evolution of warfare and military establishments in the western world from Greek and Roman times to the present.

HIS 376 – British History 1688 to the Present (3) IR
Britain from eighteenth to twentieth centuries with emphasis on political events, technological and economic developments, Napoleonic Wars, reform movements, Victorian period, colonialism, and loss of international authority.

HIS 381 – Germany in the Nazi Era (3) O
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.

HIS 385 – Russian History (3) IR
The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.
Courses of Instruction

History and Philosophy of Science and Technology
Arts and Sciences Division
Faculty: Caron, Day, Halliday, Staff

HPS 105 – Computers and Society
(3)  IR
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.

HPS 126 – The Rise of Modern Science: Aristotle to Newton
(3)  O
A survey of Greek science, the history of astronomy from Eudoxus to Kepler, selected problems in the history of mechanics to Newton.

HPS 127 – The Development of Modern Science: Newton to Einstein
(3)  IR
The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

Human Rights Advocacy
Social Sciences and Management Division
Faculty: Orlin

HRA 211 – Introduction to Human Rights
(1)  Y
Introduction to contemporary human rights problems and the global response to these issues. Same as Government and Politics 211.

HRA 464 – International Protection of Human Rights
(3)  Y
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as Government and Politics 464.

Humanities
Arts and Sciences Division
Faculty: Staff

HUM 110, 120, 130 – Topics in Ethnic Studies
(1)  IR
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the “old country”; in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.

HUM 290, 390, 490 – Independent Study
(3)  IR
As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 489, 499 – Honors Tutorial
(3, 3)  IR
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.

HIS 386 – History of Soviet Russia
(3)  O

HIS 443 – Japan in the Age of the Warrior
(3)  IR
Social and political origins of the warrior class from earliest times to 19th century. Prerequisite: History 105, 106, 202, or permission of instructor.

HIS 455 – Historical Methods
(3)  Y
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.

HIS 456 – Guided Historical Research
(3)  Y
Continuation of History 455. Substantial piece of original research written to professional standards required. Prerequisite: History 455.

HIS 490 – Independent Research and Study
(3)  IR
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.

HRA 211 – Introduction to Human Rights
(1)  Y
Introduction to contemporary human rights problems and the global response to these issues. Same as Government and Politics 211.

HRA 464 – International Protection of Human Rights
(3)  Y
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as Government and Politics 464.

International Studies
Social Sciences and Management Division
Faculty: Camacho-Platero, Little, Orlin, Richmond, Swanson, Wittner, Zee, Staff

IST 101 – World Regional Geography
(3)  IR
Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

IST 225 – Chinese Civilization and Culture
(3)  IR
Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

IST 235 – Russian Civilization and Culture
(3)  IR
Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required.

IST 247 – Japanese Civilization and Culture
(3)  IR
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.

IST 248 – American Civilization and Culture
(4)  IR
Interdisciplinary introduction to modern American culture, geography, history, society. Emphasis on multiculturalism, U.S. politics and government, economy, business. Permission of instructor required.

INS 322 – Casualty Insurance
(3)  IR
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.
History and Philosophy of Science and Technology
Arts and Sciences Division
Faculty: Caron, Day, Halliday, Staff

HPS 105 – Computers and Society (3) IR
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.

HPS 126 – The Rise of Modern Science: Aristotle to Newton (3) O
A survey of Greek science, the history of astronomy from Eudoxus to Kepler, selected problems in the history of mechanics to Newton.

HPS 127 – The Development of Modern Science: Newton to Einstein (3) IR
The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

Human Rights Advocacy
Social Sciences and Management Division
Faculty: Orlin

HRA 211 – Introduction to Human Rights (1) Y
Introduction to contemporary human rights problems and the global response to these issues. Same as Government and Politics 211.

HRA 464 – International Protection of Human Rights (3) Y
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as Government and Politics 464.

Humanities
Arts and Sciences Division
Faculty: Staff

HUM 110, 120, 130 – Topics in Ethnic Studies (1) IR
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the “old country,” in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Social Studies 110, 120, and 130.

HUM 290, 390, 490 – Independent Study (3) IR
As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 489, 499 – Honors Tutorial (3, 3) IR
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

INS 322 – Casualty Insurance (3) IR
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: Camacho-Platero, Little, Orlin, Richmond, Swanson, Wittner, Zee, Staff

IST 101 – World Regional Geography (3) IR
Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

IST 225 – Chinese Civilization and Culture (3) IR
Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

IST 235 – Russian Civilization and Culture (3) IR
Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required.

IST 247 – Japanese Civilization and Culture (3) IR
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.

IST 248 – American Civilization and Culture (4) IR
Interdisciplinary introduction to modern American culture, geography, history, sociology. Emphasis on multiculturalism, U.S. politics and government, economy, business. Permission of instructor required.
Courses of Instruction

IST 300 – Topics in Chinese Studies (3) IR
Intensive study of primarily contemporary issues in Chinese life and culture. No knowledge of Chinese language required.

IST 400 – Contemporary International Problems (1–3) IR
Consideration of one or more contemporary problems which are international in scope. Prerequisite: permission of instructor. (Limit of six credit hours.)

IST 470 – Internship in International Studies (3–6) IR
Guided experience in international firm or agency. Written reports and periodic meetings with adviser and field supervisor. Prerequisites: Upper level standing and permission of instructor and division dean.

IST 471 – Internship in Japanese Studies (3) IR
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.

IST 487 – Senior Seminar in International Studies (3) Y
Consideration of one or more international problems.

IST 490 – Independent Study (1–6) IR
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

ITA 101 – Beginning Italian I (3) IR
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

ITA 102 – Beginning Italian II (3) IR
Continuation of Italian 101. Prerequisite: Italian 101 or equivalent.

Journalism Studies

Social Sciences and Management Division
Faculty: Conzola, Friend, Landon, Staff

JLM 130 – Tangerine Practicum (1) FS
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.

JLM 181 – Introduction to Mass Communication (3) FS
Introduction to study of mass communication, including theories, effects, mass media industries, government regulation, and career opportunities.

JLM 261 – Newswriting (3) FS
Elements of news, leads, style, and structure of news stories. Typing skills required.

JLM 262 – Reporting (3) Y
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.

JLM 262 – Reporting of Public Affairs (3) Y
Instruction and practice in reporting politics, courts, government, education, environment, and other special topics. Fall only. Prerequisite: Journalism Studies 262.

JLM 363 – Magazine Article Writing (3) Y
Non-fiction magazine articles and the marketplace today, article ideas and types, query letter writing, networking, copyright, interviewing, search for illustrations, writing styles, and research techniques.

JLM 364 – Editing (3) Y
Skills and techniques required in editorial positions. Copy editing, headline writing, photo selection and editing. Prerequisite: Journalism Studies 261.

JLM 365 – Publication Design (3) Y
Principles and techniques of design and desktop publishing with hands-on experience producing feature newspaper pages, computer-designed newsletters, and web pages. Integrating photos, artwork, and other graphic elements with text and numerical data.

JLM 371 – Advanced Reporting Techniques (3) Y
Instruction and practice in advanced reporting techniques, including investigative reporting and feature writing. Prerequisite: Journalism Studies 262.

JLM 372 – Essentials of News Photography (3) Y
Use of still cameras to record news events and create feature photos for print media. Discussion of modern photographic methods. Techniques of photojournalism.

JLM 374 – Sportswriting (3) Y
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.
IST 300 – Topics in Chinese Studies (3) IR
Intensive study of primarily contemporary issues in Chinese life and culture. No knowledge of Chinese language required.

IST 400 – Contemporary International Problems (1–3) IR
Consideration of one or more contemporary problems which are international in scope. Prerequisite: permission of instructor. (Limit of six credit hours.)

IST 470 – Internship in International Studies (3–6) IR
Guided experience in international firm or agency. Written reports and periodic meetings with adviser and field supervisor. Prerequisites: Upper level standing and permission of instructor and division dean.

IST 471 – Internship in Japanese Studies (3) IR
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.

IST 487 – Senior Seminar in International Studies (3) Y
Consideration of one or more international problems.

IST 490 – Independent Study (1–6) IR
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.
Management
Social Sciences and Management Division
Faculty: Hickman, Peek, Rossi, Staff

MGT 125 – Principles of Management (3) F,S
Fundamentals of management, including business planning, organizational structure, leadership and motivation, ethics and social responsibility, managing change and technology, and international business.

MGT 221 – Business and Society (3) IR
The historical background, role, and function of business in our society.

Ethical, moral, social, and philosophical aspects of modern business.

MGT 222 – Communications in Business (3) F,S
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.

MGT 271 – Human Resources Management (3) F,S
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 human resources management functions.

MGT 272 – Operations Management (3) F,S
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.

MGT 322 – Managing Information Systems (3) Y
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.

MGT 328 – Managing Diversity (3) Y
Emphasis on managing diversity, communications, and workforce cultures to improve employee and organizational performance.

MGT 332 – Electronic Commerce (3) Y
Concepts, technologies, and management of electronic commerce, the Internet, intranets, firewalls, and transaction security. Fundamentals of web page design. Prerequisites/corequisites: Computer Science 117, Management 222.

MGT 375 – Collective Bargaining (3) Y
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.

MGT 400 – Topics in Human Resources Management (3) Y
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, Management 271, or permission of instructor.

MGT 401 – Management Science (3) F,S
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.

MGT 422 – Management of Technology (3) Y
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.

MGT 428 – Strategic Management (3) F,S
Business policy-making and administration from point of view of top management. Integrates and builds upon the management core. Open only to management seniors who have completed all major and major-related courses with the exception of upper level economics and courses required of concentration.

MGT 459 – International Business Management (3) Y
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.

MGT 470 – Internship (3) F,S
Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/fail grading. Open to senior management majors with a 2.8 GPA or higher. Permission of dean required.

MGT 471 – Organizational Behavior (3) Y
Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisites: Psychology 101 and Management 271, or permission of instructor.

MGT 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, with a different topic. Prerequisite: junior standing.
Management
Social Sciences and Management Division
Faculty: Hickman, Peek, Rossi, Staff

MGT 125 – Principles of Management (3) F,S
Fundamentals of management, including business planning, organizational structure, leadership and motivation, ethics and social responsibility, managing change and technology, and international business.

MGT 221 – Business and Society (3) IR
The historical background, role, and function of business in our society.

MGT 271 – Human Resources Management (3) F,S
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 human resources management functions.

MGT 272 – Operations Management (3) F,S
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.

MGT 322 – Managing Information Systems (3) Y
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.

MGT 328 – Managing Diversity (3) Y
Emphasis on managing diversity, communications, and workforce cultures to improve employee and organizational performance.

MGT 332 – Electronic Commerce (3) Y
Concepts, technologies, and management of electronic commerce, the Internet, intranets, firewalls, and transaction security. Fundamentals of web page design. Prerequisites/corequisites: Computer Science 117, Management 222.

MGT 375 – Collective Bargaining (3) Y
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.

MGT 400 – Topics in Human Resources Management (3) Y
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, Management 271, or permission of instructor.

MGT 401 – Management Science (3) Y
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.

MGT 422 – Management of Technology (3) Y
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.

MGT 428 – Strategic Management (3) F,S
Business policy-making and administration from point of view of top management. Integrates and builds upon the management core. Open only to management seniors who have completed all major and major-related courses with the exception of upper level economics and courses required of concentration.

MGT 459 – International Business Management (3) Y
In-depth exploration of strategic, operational, and tactical decision-making in international business environment. Specific emphasis on inter-related strategic choices faced by any firm faced with internationalization of its markets. Lectures, case studies, readings, and discussions. Prerequisite: Economics 443 or permission of instructor.

MGT 471 – Organizational Behavior (3) Y
Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisites: Psychology 101 and Management 271, or permission of instructor.

MGT 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 467 – Communications Law (3) Y
First Amendment theory, prior restraint, libel, privacy, free press/fair trial, confidentiality of sources, government regulation of broadcasting, Internet, advertising. No prerequisites.

JLM 470 – Internship (3) IR
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 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.

JLM 290, 390, 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.
Marketing
Social Sciences and Management Division
Faculty: Hickman, Staff

MKT 211 – Principles of Marketing (3) F,S,U
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.

MKT 311 – Elements of Advertising (3) Y
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.

MKT 400 – Topics Course in Marketing Management (3) Y
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.

MKT 401 – Retail Marketing (3) IR
An overview of retail marketing at the operational level. Prerequisites: Marketing 211.

MKT 404 – Industrial Marketing (3) IR
Marketing requirements for those organizations addressing and serving the needs of industrial, institutional and governmental markets. Prerequisites: Marketing 211.

MKT 412 – Sales Management and Personal Selling (3) O
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.

MKT 413 – Market Research (3) Y
Readings, lectures, and discussion of cases based on the application of market research techniques to marketing problems. Prerequisites: Marketing 211, Economics 241, and Mathematics 144.

MKT 414 – Marketing Channels (3) IR
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.

MKT 415 – International Marketing (3) Y
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.

MKT 417 – Advanced Advertising (3) F
A study of the broad aspects of advertising. Analysis of advertising agencies and creative strategies. Prerequisites: Marketing 211 and 413.

MKT 418 – Sales Management (3) Y
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.

MKT 481 – Marketing Management (3) Y
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: Behforooz, Crawford-Mohat, El-Sebakhy, Mangano, Staff

MAT 100 – Basic Mathematics (1–2) F,S,U
Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, radicals, operations with algebraic expressions, factoring, linear equations, solutions of word problems. Two credits during regular semesters and one credit during Summer Institute. Admission by Mathematics Placement Test.

MAT 104 – Intermediate Algebra (3) F,S
Operations with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques.

MAT 107 – Introduction to Mathematics (3) F,S
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.

MAT 112 – Basic Statistics (3) F,S
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.

MAT 131 – Plane Trigonometry (3) IR
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.

MAT 143 – Mathematical Analysis for Business and Economics I (3) F
For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance.

MAT 144 – Mathematical Analysis for Business and Economics II (3) S
Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite: Mathematics 143.

MAT 151 – Pre-Calculus (3) F,S
Elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions, quadratic curves, and introduction to analytic geometry.

MAT 201 – Calculus I (3) F,S
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.

MAT 202 – Calculus II (3) S
Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hopital's rules; improper integrals and methods of integration. Prerequisite: Mathematics 201.

MAT 301 – Calculus III (3) F
Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite: Mathematics 202.

MAT 302 – Calculus IV (3) O
Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite: Mathematics 301.

MAT 303 – History of Mathematics (3) Y
Study of mathematical concepts in historical perspective. Lives, character, and con-
### Mathematics

**Arts and Sciences Division**

**Faculty:** Behforooz, Crawford-Mohat, El-Sebakhy, Manganon, Staff

**MAT 100 – Basic Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1–2)</td>
<td>F,S,U</td>
<td>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.</td>
</tr>
</tbody>
</table>

**MAT 104 – Intermediate Algebra**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F,S</td>
</tr>
</tbody>
</table>

Operations with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques.

**MAT 107 – Introduction to Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F,S</td>
</tr>
</tbody>
</table>

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.

**MAT 112 – Basic Statistics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F,S</td>
</tr>
</tbody>
</table>

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.

**MAT 131 – Plane Trigonometry**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>IR</td>
</tr>
</tbody>
</table>

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.

**MAT 143 – Mathematical Analysis for Business and Economics I**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F</td>
</tr>
</tbody>
</table>

For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance.

**MAT 144 – Mathematical Analysis for Business and Economics II**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>S</td>
</tr>
</tbody>
</table>

Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite: Mathematics 143.

**MAT 151 – Pre-Calculus**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F,S</td>
</tr>
</tbody>
</table>

Elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions, quadratic curves, and introduction to analytic geometry.

**MAT 201 – Calculus I**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F,S</td>
</tr>
</tbody>
</table>

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.

**MAT 202 – Calculus II**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>S</td>
</tr>
</tbody>
</table>

Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hôpital's rules; improper integrals and methods of integration. Prerequisite: Mathematics 201.

**MAT 301 – Calculus III**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>F</td>
</tr>
</tbody>
</table>

Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite: Mathematics 202.

**MAT 302 – Calculus IV**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>O</td>
</tr>
</tbody>
</table>

Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite: Mathematics 301.

**MAT 303 – History of Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3)</td>
<td>Y</td>
</tr>
</tbody>
</table>

Study of mathematical concepts in historical perspective. Lives, character, and con-
tributions of the mathematicians and the relation of mathematics to other sciences. Prerequisite: Mathematics 202 or permission of the instructor.

**MAT 305 – Fundamental Structures of Mathematics (3) F**
Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof. Prerequisite: Mathematics 202 or permission of instructor.

**MAT 313 – Mathematics: A Heuristic Approach (3) Y**
Historical and developmental perspectives. Problem solving and pattern recognition. Motivational techniques. Practical applications, emphasis on knowledge and understanding of subject matter. Diagnostic tools to detect and correct common misconceptions. Assessment and statistical interpretation of errors. Prerequisite: Mathematics 285 or Computer Science 103 and Computer Science 204 or permission of the instructor.

**MAT 317 – Ordinary Differential Equations (3) O**

**MAT 321 – Probability and Statistics (3) O**
Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite: Mathematics 301.

**MAT 322 – Mathematical Statistics (3) IR**
Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite: Mathematics 321.

**MAT 331 – Linear Algebra (3) O**
Systems of linear equations, matrices, determinants, vectors, vector spaces and subspaces, linear independence, basis and dimension, orthonormal bases, Gram-Schmidt process, eigenvalues and eigenvectors, diagonalization, linear transformations, applications. Prerequisite: Mathematics 202 or permission of instructor.

**MAT 334 – Introduction to Abstract Algebra (3) O**
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.

**MAT 341 – Number Theory (3) IR**
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.

**MAT 351 – Euclidean and non-Euclidean Geometries (3) IR**
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.

**MAT 390 – Independent Study (1-3) IR**

**MAT 400 – Topics in Higher Mathematics (3) IR**
In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Permission of instructor required.

**MAT 401 – Real Analysis I (3) O**
Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisites: Mathematics 285 and 302 or permission of instructor.

**MAT 402 – Real Analysis II (3) IR**
Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite: Mathematics 401.

**MAT 413 – Mathematics: A Heuristic Approach: Practicum (3) Y**
Students apply the principles learned in Mathematics 313 in a Mathematics 100 classroom, participating in planning, preparation, presentation, and assessment. Discussion and analysis. Daily journal required. Prerequisite: Mathematics 313. By invitation only.

**MAT 484 – Complex Variables (3) IR**
Analytic functions. Harmonic functions. Cauchy’s Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite: Mathematics 401.

**MAT 486 – Numerical Analysis I (3) IR**

**MAT 487 – Numerical Analysis II (3) IR**

**MAT 490 – Independent Study (1-3) IR**
tutions of the mathematicians and the relation of mathematics to other sciences. Prerequisite: Mathematics 202 or permission of the instructor.

MAT 305 – Fundamental Structures of Mathematics (3) F
Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof. Prerequisite: Mathematics 202 or permission of instructor.

MAT 313 – Mathematics: A Heuristic Approach (3) Y
Historical and developmental perspectives. Problem solving and pattern recognition. Motivational techniques. Practical applications, emphasis on knowledge and understanding of subject matter. Diagnostic tools to detect and correct common misconceptions. Assessment and statistical interpretation of errors. Prerequisite: Mathematics 285 or Computer Science 103 and Computer Science 204 or permission of the instructor.

MAT 317 – Ordinary Differential Equations (3) O

MAT 321 – Probability and Statistics (3) O
Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite: Mathematics 301.

MAT 322 – Mathematical Statistics (3) IR
Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite: Mathematics 301.

MAT 331 – Linear Algebra (3) O
Systems of linear equations, matrices, determinants, vectors, vector spaces and subspaces, linear independence, basis and dimension, orthonormal bases, Gram-Schmidt process, eigenvalues and eigenvectors, diagonalization, linear transformations, applications. Prerequisite: Mathematics 202 or permission of instructor.

MAT 334 – Introduction to Abstract Algebra (3) O
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.

MAT 341 – Number Theory (3) IR
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.

MAT 351 – Euclidean and non-Euclidean Geometries (3) IR
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.

MAT 390 – Independent Study (1–3) IR

MAT 400 – Topics in Higher Mathematics (3) IR
In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Permission of instructor required.

MAT 401 – Real Analysis I (3) O
Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisites: Mathematics 285 and 302 or permission of instructor.

MAT 402 – Real Analysis II (3) IR
Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite: Mathematics 401.

MAT 413 – Mathematics: A Heuristic Approach: Practicum (3) Y
Students apply the principles learned in Mathematics 313 in a Mathematics 100 classroom, participating in planning, preparation, presentation, and assessment. Discussion and analysis. Daily journal required. Prerequisite: Mathematics 313. By invitation only.

MAT 484 – Complex Variables (3) IR
Analytic functions. Harmonic functions. Cauchy’s Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite: Mathematics 401.

MAT 486 – Numerical Analysis I (3) IR

MAT 487 – Numerical Analysis II (3) IR

MAT 490 – Independent Study (1–3) IR

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 110</td>
<td>Choir (1)</td>
<td>F,S</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>NUR 101</td>
<td>Introduction to Nursing Process (3)</td>
<td>F,S</td>
<td>S</td>
<td>Abounader, Belli, Gleasman, Maroney, Murphy, Welch, Staff</td>
</tr>
<tr>
<td>NUR 206</td>
<td>Fundamentals of Nursing Practice (3)</td>
<td>S</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>NUR 301</td>
<td>Professional Nursing Practicum (1-2)</td>
<td>Y</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>NUR 333</td>
<td>Psychiatric Nursing (3)</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 334</td>
<td>Nursing Care of the Adult I—Clinical (2)</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 336</td>
<td>Nursing Care of the Chronically Ill Client (3)</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 336C</td>
<td>Nursing Care of the Chronically Ill Client—Clinical (1)</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 351</td>
<td>Conceptual Framework for Nursing Practice (3)</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 355</td>
<td>Foundations of Forensic Nursing: Theory, Practice, and Future Implications (3)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 365</td>
<td>Forensic Psychiatric/Mental Health Nursing (3)</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 372</td>
<td>Childbearing Family Nursing (3)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 372C</td>
<td>Childbearing Family Nursing—Clinical (2)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 375</td>
<td>Psychiatric/Mental Health Nursing (3)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 375C</td>
<td>Psychiatric/Mental Health Nursing—Clinical (1)</td>
<td>S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Music

**Arts and Sciences Division**

**MUS 110 – Choir (1) F,S**

The study, rehearsal, and performance of choral music. Three hours of rehearsal a week. May be taken four times for credit.

**MUS 115 – Introduction to Music (3) F,S**

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.

**MUS 120 – Band (1) F,S**

Study, rehearsal, and performance of music for band and, as instrumentation permits, stage band as well. Three hours of rehearsal a week. May be taken four times for credit.

**MUS 245 - History of Music I (3) F, U**

Survey of Western music from its Greek origins through the Baroque period, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

**MUS 246 - History of Music II (3) S, U**

Survey of Western music from the latter part of the Baroque period to the present, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

### Nursing

**Health and Human Studies Division**

**NUR 101 – Introduction to Professional Nursing (1) S**


**NUR 201 – Health Assessment and the Nursing Process (3) F,S**

Assessment of physical, psychological, social, cultural, and environmental aspects of clients. Focuses on well-individual, with reference to illness. Includes laboratory. Prerequisites: Biology 101, 102, or permission of instructor.

**NUR 206 – Fundamentals of Nursing Practice (3) S**

Overview of professional nursing. Introduction to nursing theory and research. Basic principles of stress and adaptation, and human interaction in context of the nursing process. Basic clinical skills practiced in laboratory. Not open to RNs (see Nursing 351). Prerequisites: Biology 101, 102, Chemistry 211, Psychology 101, Sociology 151. Corequisites: Nursing 201, 206C, Biology 203, 208. (Sociology 151 may be corequisite.)

**NUR 311C – Professional Nursing Practicum (1-2) Y**

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).

**NUR 333 – Psychiatric Nursing (3) Y**

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.

**NUR 334 – Nursing Care of the Adult I (4) F**

Utilizes the nursing process to facilitate individual and family adaptation to acute stress. Alterations experienced in surgery (perioperative nursing), mobility, digestion, elimination, metabolism, cancer fluid/gas transport, skin protection. Includes laboratory. Prerequisites: Nursing 201, 206; Biology 203, 205, 208; and Health Studies 245 or Psychology 223. Corequisite: Nursing 334C.

**NUR 334C – Nursing Care of the Adult I—Clinical (2) F**

Clinical experiences with patients and families in acute care setting. Graded on a pass/fail basis. Prerequisite: Nursing 206C. Corequisite: Nursing 334.

**NUR 336 – Nursing Care of the Chronically Ill Client (3) F**

Nursing process with adults and families living with chronic conditions such as diabetes mellitus, hypertension, arthritis, and alcoholism. Role of nurse as teacher emphasized. Includes laboratory. Prerequisite: Nursing 201, 206; Biology 203, 205, 208; and Health Studies 245 or Psychology 223. Corequisite: Nursing 336C.

**NUR 336C – Nursing Care of the Chronically Ill Client—Clinical (1) F**

Selected clinical experiences with patients and families in such settings as hospitals, extended care homes, and private households. Graded on a pass/fail basis. Prerequisite: Nursing 336C. Corequisite: Nursing 375C.

**NUR 351 – Conceptual Framework for Nursing Practice (3) F**

Theoretical foundation for RNs entering the nursing program. Concepts of stress/adaptation systems, human interaction, critical thinking, problem-solving, and decision making. For RNs only.

**NUR 353 – Psychiatric Nursing: Theory, Practice, and Future Implications (3) S**

History, theory, and philosophy of forensic nursing. A biopsychosocial approach to role definition, forensic education, and standards of care. Ethical-legal issues and cultural diversity in providing health care to incarcerated individuals.

**NUR 365 – Forensic Psychiatric/Mental Health Nursing (3) F**

History, theory and philosophy of mental health nursing practice. Legal and ethical issues, risk assessment, cultural diversity, and their impact on the forensic mental health system.

**NUR 372 – Childbearing Family Nursing (3) S**

Theories of human interaction skills, family dynamics, and nursing. Family centered focus with periodic attention to the individual. Laboratory focus on families experiencing normal developmental/maturational stressors. Prerequisite: Nursing 334. Corequisite: Nursing 372C.

**NUR 372C – Childbearing Family Nursing—Clinical (2) S**

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.

**NUR 375 – Psychiatric/Mental Health Nursing (3) S**

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.

**NUR 375C – Psychiatric/Mental Health Nursing—Clinical (1) S**

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.
Courses of Instruction

NUR 376 – Gerontological Nursing
(3) Y
Specific nursing care needs of the elderly. Emphasizes physical and psychosocial changes.

NUR 400 – Special Topics in Nursing
(1–3) Y
Advanced study of selected topics in nursing. Topics may vary from year to year in response to needs and interest of students as well as changes in the nursing profession. May be repeated up to six credit hours. Prerequisite: Permission of instructor.

NUR 435 – Nursing Care of the Adult II
(3) F
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.

NUR 435C – Nursing Care of the Adult II—Clinical
(2) F
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. Prerequisites: All 300-level required clinical nursing courses. Corequisite: Nursing 435.

NUR 447 – Childrearing Family Nursing
(3) F
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 447.

NUR 447C – Childrearing Family Nursing—Clinical
(2) F
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. Prerequisites: All 300-level required clinical nursing courses. Corequisite: Nursing 447.

NUR 472 – Trends and Issues in Professional Nursing
(2) S,
Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

NUR 474 – Community Health Nursing
(3) S
Community resources for effective adaptation of community as a whole to stressors affecting health. Teaching primary, secondary, and tertiary prevention. Prerequisites: Nursing 435, 447, and Philosophy 107 or 108. Corequisite: Nursing 474C.

NUR 474C – Community Health Nursing—Clinical
(1) S
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. Prerequisites: Nursing 435C, 447C.

NUR 475 – Nursing Management in the Community
(3) S
Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisites: Nursing 435, 447 and Philosophy 107 or 108. Corequisite: Nursing 475C.

NUR 475C – Nursing Management in the Community—Clinical
(2) S
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.

NUR 478 – Critical Care Nursing
(3) S
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.

NUR 478C – Critical Care Nursing—Clinical
(2) S
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, Oakley, Sunderland, Townsend, Staff

*OCT 272 – Theory and Foundations of Occupational Therapy
(2) F
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. Course will not be offered after the 2001-2002 academic year.

OCT 281 – Kinesiology
(3) S
Science of human motion, including basic anatomic and mechanical principles. Prerequisites: Biology 201, Occupational Therapy 272 or 274, and Physics 151.

*OCT 292 – Medical Problems and Implications
(3) S
Overview of medical problems, implications for function, potential effects of medical treatments on function, and precautions necessary for safety in therapeutic practice. Course will not be offered after the 2001-2002 academic year.

Before registering for 300-level courses, students must have successfully completed the required courses in the 100-level series as well as Health Studies 245.

*OCT 301 – Theory in Practice of Occupational Therapy I
(2) F
Overview of theory in occupational therapy focusing on developmental and occupational performance perspectives. Provides conceptual framework for integration of theories used in practice. Course will not be offered after the 2001-2002 academic year.

*OCT 302 – Theory in Practice of Occupational Therapy II
(2) S
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. Course will not be offered after the 2001-2002 academic year.
Courses of Instruction

NUR 376 – Gerontological Nursing (3) Y
Specific nursing care needs of the elderly. Emphasizes physical and psychosocial changes.

NUR 400 – Special Topics in Nursing (1–3) Y
Advanced study of selected topics in nursing. Topics may vary from year to year in response to needs and interest of students as well as changes in the nursing profession. May be repeated up to six credit hours. Prerequisite: Permission of instructor.

NUR 435 – Nursing Care of the Adult II (3) F
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.

NUR 435C – Nursing Care of the Adult II—Clinical (2) F
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. Prerequisites: All 300-level required clinical nursing courses. Corequisite: Nursing 435.

NUR 447 – Childrearing Family Nursing (3) F
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.

NUR 447C – Childrearing Family Nursing—Clinical (2) F
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. Prerequisites: All 300-level required clinical nursing courses. Corequisite: Nursing 447.

NUR 472 – Trends and Issues in Professional Nursing (2) ES
Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

NUR 474 – Community Health Nursing (3) S
Community resources for effective adaptation of community as a whole to stressors affecting health. Teaching primary, secondary, and tertiary prevention. Prerequisites: Nursing 435, 447, and Philosophy 107 or 108. Corequisite: Nursing 474C.

NUR 474C – Community Health Nursing—Clinical (1) S
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. Prerequisites: Nursing 435C, 447C.

NUR 475 – Nursing Management in the Community (3) S
Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisites: Nursing 435, 447 and Philosophy 107 or 108. Corequisite: Nursing 475C.

NUR 475C – Nursing Management in the Community—Clinical (2) S
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.

NUR 478 – Critical Care Nursing (3) S
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.

NUR 478C – Critical Care Nursing—Clinical (2) S
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.

Occational Therapy

Occupational Therapy Health and Human Studies Division
Faculty: Carey, Dimeo, Franits, Hollins, Marr, Nackley, Oakley, Sunderland, Townsend, Staff

*OCT 272 – Theory and Foundations of Occupational Therapy (2) F
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. Course will not be offered after the 2001-2002 academic year.

OCT 271 – Kinesiology (3) S
Science of human motion, including basic anatomic and mechanical principles. Prerequisites: Biology 201, Occupational Therapy 272 or 274, and Physics 151.

*OCT 292 – Medical Problems and Implications (3) S
Overview of medical problems, implications for function, potential effects of medical treatments on function, and precautions necessary for safety in therapeutic practice. Course will not be offered after the 2001-2002 academic year.

Before registering for 300-level courses, students must have successfully completed the required courses in the 100-level series as well as Health Studies 245.

*OCT 301 – Theory in Practice of Occupational Therapy I (2) F
Overview of theory in occupational therapy focusing on developmental and occupational performance perspectives. Provides conceptual framework for integration of theories used in practice. Course will not be offered after the 2001-2002 academic year.

*OCT 302 – Theory in Practice of Occupational Therapy II (2) S
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. Course will not be offered after the 2001-2002 academic year.
OCT 321 – Preparation for Fieldwork Level IA (0) ES
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. Course will not be offered after the 2002-2003 academic year.

OCT 324 – Physiological and Sensorimotor Assessment (2) F
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. Course will not be offered after the 2002-2003 academic year.

OCT 325 – Physiological and Sensorimotor Intervention (4) S
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. Course will not be offered after the 2002-2003 academic year.

OCT 331 – Preparation for Fieldwork Level IB (0) ES
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.

OCT 335 – Activity Analysis and Skills (3) ES
Students will acquire an understanding of the theoretical basis underlying therapeutic use of activity. Beginning application of activity analysis.

OCT 341 – Psychosocial and Cognitive Assessment (3) F
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. Course will not be offered after the 2002-2003 academic year.

OCT 342 – Psychosocial and Cognitive Intervention (3) S
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. Course will not be offered after the 2002-2003 academic year.

*OCT 351 – Sensorimotor Determinants and Assessment (4) U
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. Course will not be offered after the 2001-2002 academic year.

*OCT 352 – Psychosocial Determinants and Assessment (2) U
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. Course will not be offered after the 2001-2002 academic year.

*OCT 353 – Sociocultural Determinants and Assessment (2) U
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.

*OCT 354 – Cognitive Determinants and Assessment (2) U
The cognitive component of human performance with practical application to assessment of individuals with physical and psychosocial disabilities. Prerequisite: Occupational Therapy 302. Course will not be offered after the 2001-2002 academic year.

*OCT 355 – Physiological Determinants and Assessment (1) F
Assessment of physiological signs as indicators of state of health or healing; physiological response to various treatments. Prerequisites: Occupational Therapy 292 and Biology 202. Course will not be offered after the 2002-2003 academic year.

OCT 375 – Environmental Assessment and Intervention (2) F
Assessment of and intervention for environmental factors influencing human performance; ergonomics; modification of the physical environment to improve performance. Course will not be offered after the 2002-2003 academic year. Prerequisite: Occupational Therapy 335.

OCT 390 – Independent Study (1–3) FS
Opportunity for independent study in selected topics in occupational therapy. By department permission only.

OCT 400 – Topics in Occupational Therapy (1) FS
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.

*OCT 415 – Restorative Intervention (6) F
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. Course will not be offered after the 2002-2003 academic year.

*OCT 416 – Psychosocial Intervention (3) F
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. Course will not be offered after the 2002-2003 academic year.

*OCT 417 – Environmental Determinants/Adaptive Intervention (2) F
Assessment of environmental factors influencing human performance; ergonomics; modifications of the physical environment to improve performance. Prerequisite: Occupational Therapy 302. Course will not be offered after the 2002-2003 academic year.

Fieldwork: In order to complete the degree in occupational therapy, the student must meet Fieldwork Level I and Level II requirements which together provide the student with exposure to a variety of settings and 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.

OCT 421 – Preparation for Fieldwork Level II (0) FS
Preparation for Level II Fieldwork (Occupational Therapy 454, 455). Licensure, certification, health requirements, supervision, communication, pro-
OCT 321 – Preparation for Fieldwork Level IA (0) ES
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. Prerequisite: Occupational Therapy 335. Course will not be offered after the 2002-2003 academic year.

OCT 324 – Physiological and Sensorimotor Assessment (2) F
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. Course will not be offered after the 2002-2003 academic year.

OCT 325 – Physiological and Sensorimotor Intervention (4) S
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. Course will not be offered after the 2002-2003 academic year.

OCT 331 – Preparation for Fieldwork Level IB (0) ES
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.

OCT 335 – Activity Analysis and Skills (3) ES
Students will acquire an understanding of the theoretical basis underlying therapeutic use of activity. Beginning application of activity analysis.

OCT 341 – Psychosocial and Cognitive Assessment (3) F
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. Course will not be offered after the 2002-2003 academic year.

OCT 342 – Psychosocial and Cognitive Intervention (3) S
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. Course will not be offered after the 2002-2003 academic year.

*OCT 351 – Sensorimotor Determinants and Assessment (4) U
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. Course will not be offered after the 2001-2002 academic year.

*OCT 352 – Psychosocial Determinants and Assessment (2) U
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. Course will not be offered after the 2001-2002 academic year.

*OCT 353 – Sociocultural Determinants and Assessment (2) U
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.

*OCT 354 – Cognitive Determinants and Assessment (2) U
The cognitive component of human performance with practical application to assessment of individuals with physical and psychosocial disabilities. Prerequisite: Occupational Therapy 302. Course will not be offered after the 2001-2002 academic year.

*OCT 355 – Physiological Determinants and Assessment (1) F
Assessment of physiological signs as indicators of state of health or healing; physiological response to various treatments. Prerequisites: Occupational Therapy 292 and Biology 202. Course will not be offered after the 2002-2003 academic year.

OCT 375 – Environmental Assessment and Intervention (2) FS
Assessment of and intervention for environmental factors influencing human performance; ergonomics; modification of the physical environment to improve performance. Course will not be offered after the 2002-2003 academic year. Prerequisite: Occupational Therapy 335.

OCT 390 – Independent Study (1–3) FS
Opportunity for independent study in selected topics in occupational therapy. By department permission only.

OCT 400 – Topics in Occupational Therapy (1) FS
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.

*OCT 415 – Restorative Intervention (6) F
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. Course will not be offered after the 2002-2003 academic year.

*OCT 416 – Psychosocial Intervention (3) F
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. Course will not be offered after the 2002-2003 academic year.

*OCT 417 – Environmental Determinants/ Adaptive Intervention (2) F
Assessment of environmental factors influencing human performance; ergonomics; modifications of the physical environment to improve performance. Prerequisite: Occupational Therapy 302. Course will not be offered after the 2002-2003 academic year.

Fieldwork: In order to complete the degree in occupational therapy, the student must meet Fieldwork Level I and Level II requirements which together provide the student with exposure to a variety of settings and 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.

OCT 421 – Preparation for Fieldwork Level II (0) FS
Preparation for Level II Fieldwork (Occupational Therapy 454, 455). Licensure, certification, health requirements, supervision, communication, pro-
fessional behavior, supervision, contact procedures. Meets at least five times.
Graded on pass/fail basis. Corequisite: Occupational Therapy 448.

OCT 422 – Fieldwork Level I (1) ES
Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis. Prerequisites or corequisites: Occupational Therapy 324 or 334 and permission of the department.

OCT 436 – Special Populations: Workers and the Elderly (2) F
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.

OCT 435 – Occupational Therapy with Children and Adolescents (3) ES,U
Role of occupational therapy with pediatric and adolescent populations. Includes school-based practice, family issues, and the impact of public policy. Prerequisite: Occupational Therapy 425 or 486.

OCT 448 – Organization, Administration, and Supervision (3) ES
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.

OCT 454/654 – Fieldwork Level IIA (6) ES,U
First Level II Fieldwork Experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis. Prerequisites: Occupational Therapy 424 or 486, and permission of the occupational therapy faculty.

OCT 455/656 – Fieldwork Level II B (6) ES,U
Second Level II Fieldwork Experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis. Prerequisites: Occupational Therapy 454 or 537 and permission of the occupational therapy faculty.

OCT 456/657 – Fieldwork Level II C: Selected Specialty (1–4 months; 0 [audit] to 4) ES,U
Optional Fieldwork in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for B.S. or M.S. degree in occupational therapy. Prerequisites: Occupational Therapy 455/656 and permission of the occupational therapy faculty.

*OCT 461 – Synthesis: Practice with Children (2) S
Conditions, assessments, and integration of theories of occupational therapy in the pediatric setting. Prerequisites: Occupational Therapy 415, 416, 417. Course will not be offered after the 2002-2003 academic year.

*OCT 462 – Synthesis: Practice with the Elderly (1) S
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. Course will not be offered after the 2002-2003 academic year.

*OCT 464 – Synthesis: Practice with Workers (1) S
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. Course will not be offered after the 2002-2003 academic year.

*OCT 466 – Synthesis: Practice in the Schools (1) S
Public policy; occupational therapy role, procedures and goals in schools. Prerequisites: Occupational Therapy 415, 416, 417. Course will not be offered after the 2002-2003 academic year.

*OCT 491 – Seminar: Issues and Ethics in Practice (1) S
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. Course will not be offered after the 2002-2003 academic year.

*OCT 498 – Clinical Affiliation (6) F
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

PHI 105 – History of Ancient Philosophy (3) Y
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.

PHI 106 – History of Modern Philosophy (3) Y
A study of the history of philosophy from the Renaissance to the present through an analysis of selected problems and theories.

PHI 107 – Ethics (3) Y
A critical and historical study of the major ethical theories from the period of Plato to the present. Analysis also of problems present in the construction of ethical theories, the nature of moral judgment, and moral evaluation.

PHI 108 – Professional Ethics (3) Y
This course examines ethical dilemmas encountered by professionals at work. Journalism, health care, law, education, computer science/information technology and public relations all provide examples.

PHI 200 – Great Philosophers (3) IR
An introduction to the major theories of a few selected great philosophers from the classical, modern, and contemporary periods. Selection of philosophers subject to change periodically. May be repeated once.

PHI 221 – Scientific Method (3) IR
Basic theoretical principles of modern scientific method including: explanation, deduction, induction, analogy, facts, hypotheses, mathematical truth, probability causality, and determination.
fessional behavior, supervision, contact procedures. Meets at least five times. Graded on pass/fail basis. Corequisite: Occupational Therapy 448.

**OCT 422 – Fieldwork Level I (1) ES**
Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis. Prerequisites or corequisites: Occupational Therapy 324 or 334 and permission of the department.

**OCT 436 – Special Populations: Workers and the Elderly (2) F**
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.

**OCT 435 – Occupational Therapy with Children and Adolescents (3) ES,U**
Role of occupational therapy with pediatric and adolescent populations. Includes school-based practice, family issues, and the impact of public policy. Prerequisite: Occupational Therapy 425 or 486.

**OCT 448 – Organization, Administration, and Supervision (3) ES**
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.

**OCT 454/654 – Fieldwork Level IIA (6) ES,U**
First Level II Fieldwork Experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis. Prerequisites: Occupational Therapy 424 or 486, and permission of the occupational therapy faculty.

**OCT 455/656 – Fieldwork Level II B (6) ES, S**
Second Level II Fieldwork Experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis. Prerequisites: Occupational Therapy 454 or 537 and permission of the occupational therapy faculty.

**OCT 456/657 – Fieldwork Level II C: Selected Specialty (1–4 months; 0 [audit] to 4) ES,U**
Optional Fieldwork in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for B.S. or M.S. degree in occupational therapy. Prerequisites: Occupational Therapy 455/656 and permission of the occupational therapy faculty.

*OCT 461 – Synthesis: Practice with Children (2) S*
Conditions, assessments, and integration of theories of occupational therapy in the pediatric setting. Prerequisites: Occupational Therapy 415, 416, 417. Course will not be offered after the 2002-2003 academic year.

*OCT 462 – Synthesis: Practice with the Elderly (1) S*
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. Course will not be offered after the 2002-2003 academic year.

*OCT 464 – Synthesis: Practice with Workers (1) S*
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. Course will not be offered after the 2002-2003 academic year.

*OCT 466 – Synthesis: Practice in the Schools (1) S*
Public policy; occupational therapy role, procedures and goals in schools. Prerequisites: Occupational Therapy 415, 416, 417. Course will not be offered after the 2002-2003 academic year.

*OCT 491 – Seminar: Issues and Ethics in Practice (1) S*
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. Course will not be offered after the 2002-2003 academic year.

*OCT 498 – Clinical Affiliation (6) F*
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**

**PHI 100 – Critical Thinking (3) Y**
Skills needed to read and write critically. The different kinds of arguments and their relative weaknesses and strengths, strategies for arguing well and spotting and avoiding common fallacies will all be covered.

**PHI 103 – Problems in Philosophy (3) Y**
A critical study of the problems that have inspired philosophers and the solutions they have found. Subjects tackled include human nature, ethics, and the nature of knowledge.

**PHI 104 – Philosophy of Religion (3) Y**
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,
Courses in physical therapy can be found in the Utica College graduate studies catalog.

PHI 317 – Theories of Art (3) IR
Introduction to aesthetic theories from Plato to the present. Prerequisite: permission of instructor.

PHI 345 – Political Ethics (3) IR
A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

PHI 365 – Theories of Value (3) IR
A critical examination of the theories which have arisen in the history of philosophy with regard to the nature of knowledge and belief. Prerequisite: Philosophy 101.

PHI 400 – Advanced Topics in Philosophy (3) IR
Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite: permission of instructor.

PHI 490 – Readings in Philosophy (3) IR
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.

**PED – Physical Education Courses**

**(1) Y**

Students may select one-credit mini-courses. Course offerings include advanced fitness, aerobics, basketball, beginning swimming, bowling, fencing, golf, intermediate swimming, karate, modern dance, personal fitness, racquetball, life-saving, self-defense, tennis, volleyball, weight training, and yoga.

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

**Physical Therapy**

Health and Human Studies Division

Courses in physical therapy can be found in the Utica College graduate studies catalog.

**Physics**

Arts and Sciences Division

*Faculty: Duke, Day, Staff*

**PHY 111 – Intelligent Life in the Universe (3) IR**

Examines probability of extraterrestrial intelligence. Topics include star and planet formation, habitable conditions, physics and biochemistry of carbon-based life and intelligence, technical civilizations, and methods of communication with extraterrestrial civilizations.

**PHY 115 – Principles of Astronomy: The Solar System (3) IR**

Study of the sun, planets, meteors, comets, their origins, the celestial sphere, ancient astronomy, and modern space exploration. Construction and use of models supplement lecture, readings, films, and observation. Some arithmetic used.

**PHY 116 – Astronomy: A Study of the Universe (3) Y**

Introductory astronomy. Celestial sphere and planetary positions; history of astronomy; survey of the solar system; the "message" of starlight; H-R diagrams; stellar evolution; quasars; cosmology and the possibility of extraterrestrial life. No physics or astronomy background is required. Some elementary algebra is used.

**PHY 123 – Physics for Liberal Arts (3) Y**

Exploration of what the physical world is like, how it fits together, and some of its implications. The course covers classical mechanics and modern physics (special relativity and quantum physics). No formal mathematics will be used, but all the central concepts will be there. No prerequisites.

**PHY 151 – General Physics I: Mechanics, Heat, and Waves (4) F,S,U**

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.

**PHY 152 – General Physics II: Electricity, Optics, and Modern Physics (4) S,U**

Introduction to principles of electricity, magnetism, optics and radiation, atomic and nuclear physics. Applications to electronics and instrumentation. Lecture, laboratory, and demonstrations. Prerequisite: Physics 151.

**PHY 261 – Physics I (4) F**

Calculus-based general physics. Kinematics, statics, dynamics, energy, oscillations, gravitation, fluids, thermodynamics, scientific methodologies and their development. Lecture and laboratory. Prerequisites: high school physics (or Physics 151) and Mathematics 201 (may be taken concurrently).

**PHY 262 – Physics II (4) S**

Calculus-based general physics. Electricity and magnetism, radiation, optics, and elementary atomic physics. Lecture and laboratory. Prerequisites: Physics 261 and Mathematics 202 (may be taken concurrently).

**PHY 281 – Engineering Mechanics: Statics (3) O**

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies; friction, applications, principle of virtual work. Same as Engineering 261. Prerequisites: Physics 261 and Mathematics 202.

**PHY 282 – Engineering Mechanics: Dynamics (3) IR**

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. Same as Engineering 282. Prerequisite: Engineering 281.
PHI 300 – Contemporary Philosophy (3) IR
A critical and comparative study of important philosophical contributions within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite: permission of instructor.

PHI 315 – Theories of Knowledge (3) IR
A critical examination of the theories which have arisen in the history of philosophy with regard to the nature of knowledge and belief. Prerequisite: Philosophy 101.

PHI 317 – Theories of Art (3) IR
Introduction to aesthetic theories from Plato to the present. Prerequisite: permission of instructor.

PHI 325 – Medieval Philosophy (3) IR
A critical study of the major philosophical problems of medieval philosophers from Plotinus to William of Ockham. Emphasis on such problems as the relation of faith and reason, God and creation, knowledge and science, realism and nominalism.

PHI 345 – Political Ethics (3) IR
A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

PHI 365 – Theories of Value (3) IR
A critical examination of philosophic theories purporting to deal with the nature of value in general, the nature of evaluative or normative criteria, and the manner in which the latter are determined. Prerequisite: permission of instructor.

PHI 375 – Symbolic Logic (3) IR
A study devoted to the construction of systems of logic, formal systems of proof, and their application to various subject matters. Prerequisite: Philosophy 101 or permission of instructor.

PHI 400 – Advanced Topics in Philosophy (3) IR
Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite: permission of instructor.

PHI 490 – Readings in Philosophy (3) IR
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.

PED – Physical Education Courses
(1) Y
Students may select one-credit mini-courses. Course offerings include advanced fitness, aerobics, basketball, beginning swimming, bowling, fencing, golf, intermediate swimming, karate, modern dance, personal fitness, racquetball, life-saving, self-defense, tennis, volleyball, weight training, and yoga. Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

Physical Therapy
Health and Human Studies Division
Courses in physical therapy can be found in the Utica College graduate studies catalog.
PHY 345 – Physical Chemistry I: Thermodynamics & Kinetics (3) O
Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as Chemistry 345. Prerequisites: Mathematics 201 and one year of college physics.

PHY 350 – Research (up to 18 credits total, maximum of 3 credits per semester) E,S
An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. Prerequisite: permission of the staff. May be repeated.

PHY 351 – Electrical Engineering (4) O
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. Same as Engineering 351. Prerequisite: Physics 262.

PHY 355 – Electronics (4) IR
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.

PHY 363 – Physics III (4) O
The physics developed in the 20th century by Einstein, Schrodinger, Planck, and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular, and nuclear theory. Lecture, laboratory. Prerequisite: Physics 262. Prerequisite or corequisite: Mathematics 302.

PHY 390 – Independent Study in Physics (up to 18 credits total, maximum of 3 credits per semester) E,S
Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisites: permission of the department and at least a 3.0 average in physics courses.

PHY 400 – Current Topics in Physics (2) O
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.

PHY 455 – Physical Electronics (3) IR
Vacuum, gaseous, solid state, and quantum electron 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.

PHY 461 – Classical Mechanics (3) O
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.

PHY 462 – Electricity and Magnetism (3) O
The classical theory of static and dynamic electricity and magnetism including solution of Maxwell’s equations for special cases. Prerequisites: Physics 262 and Mathematics 302.

PHY 465 – Physical Optics (3) IR
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magnetooptics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 467 – Introduction to Statistical Mechanics (3) IR
Maxwell-Boltzmann statistics, applications, Fermi-Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite: Physics 345.

PHY 471 – Introduction to Quantum Physics I (3) O
Wave particle duality, uncertainty principle, atomic structure, Black Body Theory, quantization, Bohr Theory, Schrodinger equation, Vector coupling, Stern-Gerlach experiment, periodic table, atomic spectra, selection rules, bonding, molecular spectra, masers and lasers, Band Theory, and applications to semiconductors. Prerequisite: Physics 363.

PHY 472 – Introduction to Quantum Physics II (3) IR
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, multipicilities, magnetic and electric interactions. Prerequisite: Physics 471.

PHY 475 – Nuclear Physics (3) IR
Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite: Physics 363.

PHY 477 – Introduction to Solid State Physics (3) IR
The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite: Physics 363.

PHY 481 – Linear Algebra (3) IR
Matrices, determinants, linear independence, bases, linear transformations, orthogonality and inner product spaces, eigenvalues and eigenvectors. Applications to linear differential equations and dynamical systems. Prerequisite: Mathematics 302.

PHY 482 – Quantum Mechanics (3) IR
The Schrodinger equation, probability and quantum measurements, the Pauli exclusion principle, spin and angular momentum, one electron atoms, multiple electron atoms, many electron atoms, relativistic quantum mechanics. Prerequisite: Physics 363.

PHY 485 – Advanced Classical Mechanics (3) IR
Hamilton’s equations, variational principles, canonical transformations, the Hamilton-Jacobi equation, the formalism of general relativity. Prerequisite: Physics 363.

PHY 490 – Independent Study in Physics (3) O
Independent study in a field of physics research. Prerequisites: permission of the staff and at least a 3.0 average in physics courses.

PHY 499 – Seminar (1-3) O
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.

PHYS 207 – Human Sexuality (3) F
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Biology 112.

PSY 211 – Statistics in the Behavioral Sciences (3) F,S
Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, regression, and analysis of variance. Prerequisite: core component IMathematics.

PSY 223 – Life Span Developmental Psychology (3) F
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.

PSY 281 – Quantitative Methods in Research (3) F
Exploration of the statistical methods for psychology research. Analysis of variance, correlation, regression, and analysis of variance. Prerequisites: Psychology 101 and 102.

Psychology
Health and Human Studies Division
Faculty: Bauer, Brown, Ferguson, Ginsberg, Kinney, Lundquist, Moltman, Roberts, Smith, Specht, Vespo, Staff

PSY 101 – Introduction to Psychology (3) F,S,U
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.

PSY 207 – Human Sexuality (3) F
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Biology 112.

PSY 211 – Statistics in the Behavioral Sciences (3) F,S,U
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 IMathematics.

PSY 223 – Life Span Developmental Psychology (3) F,S
Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis placed on recognition of development and life tasks in the developmental continuum. Students may not also take for credit Health Studies 245. Prerequisite: Psychology 101.
PHY 345 – Physical Chemistry I: Thermodynamics & Kinetics (3) O
Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as Chemistry 345. Prerequisites: Mathematics 201 and one year of college physics.

PHY 350 – Research (up to 18 credits total, maximum of 3 credits per semester) E, S
An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. Prerequisite: permission of the staff. May be repeated.

PHY 351 – Electrical Engineering (4) O
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. Same as Engineering 351. Prerequisite: Physics 262.

PHY 355 – Electronics (4) IR
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.

PHY 363 – Physics III (4) O
The physics developed in the 20th century by Einstein, Schrodinger, Planck, and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular, and nuclear theory. Lecture, laboratory. Prerequisite: Physics 262. Prerequisite or corequisite: Mathematics 302.

PHY 390 – Independent Study in Physics (up to 18 credits total, maximum of 3 credits per semester) E, S
Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisites: permission of the department and at least a 3.0 average in physics courses.

PHY 400 – Current Topics in Physics (2) O
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.

PHY 455 – Physical Electronics (3) IR
Vacuum, gaseous, solid state, and quantum electronic circuits, 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.

PHY 461 – Classical Mechanics (3) O
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.

PHY 462 – Electricity and Magnetism (3) O
The classical theory of static and dynamic electricity and magnetism including solution of Maxwell’s equations for special cases. Prerequisites: Physics 262 and Mathematics 302.

PHY 465 – Physical Optics (3) IR
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 467 – Introduction to Statistical Mechanics (3) IR
Maxwell-Boltzmann statistics, applications, Fermi Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite: Physics 345.

PHY 471 – Introduction to Quantum Physics I (3) O
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, band theory, and applications to semiconductors. Prerequisite: Physics 363.

PHY 472 – Introduction to Quantum Physics II (3) IR
Eigenvalues, Orthonormal functions, superposition principle, potential well, harmonic oscillator, Heisenberg operators, one electron atoms, angular momentum, quantum numbers, many electron atoms, coupling, multiplicities, magnetic and electric interactions. Prerequisite: Physics 471.

PHY 475 – Nuclear Physics (3) IR
Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite: Physics 363.

PHY 477 – Introduction to Solid State Physics (3) IR
The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite: Physics 363.

PHY 481 – Wave Theory of Interference, Diffraction, Polarization, and Double Refraction (3) IR
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 485 – Physical Optics (3) IR
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 490 – Independent Study in Physics (up to 18 credits total, maximum of 3 credits per semester) E, S
Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisites: permission of the department and at least a 3.0 average in physics courses.

PHY 495 – Physical Optics (3) IR
Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisites: Physics 261 and 262.

PHY 497 – Introduction to Solid State Physics (3) IR
The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite: Physics 363.

Psychology
Health and Human Studies Division
Faculty: Bauer, Brown, Ferguson, Ginsberg, Kinney, Landquist, Moltman, Roberts, Smith, Specht, Vespo, Staff

PSY 101 – Introduction to Psychology (3) F, S, U
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.

PSY 207 – Human Sexuality (3) F
Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as Biology 112. Same as Biology 112.

PSY 211 – Statistics in the Behavioral Sciences (3) F, S, U
Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, 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 IMathematics.

PSY 223 – Life Span Developmental Psychology (3) F, S
Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis placed on recognition of development and life tasks in the developmental continuum. Students may not also take for credit Health Studies 245. Prerequisite: Psychology 101.
PSY 237 – Group Dynamics—Introduction to Group Development and Group Process (3) F,S,U
Study of the development of, and interaction within, groups with special emphasis on small, task-oriented groups.

PSY 256 – Principles of Behavior Change (3) F,S
Study of laboratory-derived techniques used in the modification of human behavior. Emphasis placed on the application of behavioral techniques to maladaptive behavior, with extensions to one’s own behavior and society as a whole. Theory and application discussed. Prerequisite: Psychology 101.

PSY 270 – Introduction to Community Field Work (1) F,S
Volunteer assistance in community service agency to experience working with children and/or adolescents. Prerequisite: transfer status with course work in infancy and childhood, adolescence, the exceptional individual, and/or therapeutic use of play, without fieldwork. Permission of instructor required.

PSY 271 – Introduction to the Child Life Specialty (3) S
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.

PSY 272 – Community Field Work (1) F
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.

PSY 276 – Alcoholism Counseling (3) Y
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.

PSY 300 – Topics in Psychology (1–3) IR
Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Prerequisites: Psychology 101 and permission of instructor. Up to six credits, provided the topic is not the same.

PSY 311 – Psychological Assessment and Testing (3) S
General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisites: Psychology 101 and 211.

PSY 311L – Laboratory in Psychological Assessment and Testing (1) S
Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Prerequisite or corequisite: Psychology 311.

PSY 312 – Introduction to Experimental Methods in Psychology (4) F,S
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. Prerequisite: Psychology 101 and 211.

PSY 321 – Infant and Childhood (3) F,S
Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Prerequisite: Psychology 101.

PSY 322 – Adolescence (3) F,S
Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite: Psychology 101 or permission of instructor.

PSY 323 – Early Intervention (3) S
Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention.

PSY 327 – Adulthood and Aging (3) F
Behavior in industrial work environments: attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite: Psychology 101.

PSY 334L – Laboratory in Sensory/Perceptual Processes (1) O
Practical laboratory experience in designing, conducting, and interpreting elementary research on sense-organ functioning and perceptual phenomena. Must be taken concurrently with Psychology 334.

PSY 343L – Laboratory in Sensory/Perceptual Processes (1) O
First course in physiological psychology. Focus on anatomy, biochemistry, and physiology of biological systems in terms of relevance to study of behavior. Prerequisites: Psychology 101 and Biology 101 or 211.

PSY 351 – Introduction to Social Psychology (3) O
Theory and application discussed. Prerequisite: Psychology 101.

PSY 352 – Motivation and Emotion (3) O
Biological drives such as hunger, thirst, sleep, and sex; psychological drives such as curiosity and arousal; biological constraints on learning. Prerequisites: Psychology 101.

PSY 354L – Laboratory in Sensory/Perceptual Processes (1) O
Experimental laboratory experience in designs, conducting, and interpreting elementary research on sense-organ functioning and perceptual phenomena. Must be taken concurrently with Psychology 334.

PSY 276 – Alcoholism Counseling (3) Y
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.

PSY 300 – Topics in Psychology (1–3) IR
Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Prerequisites: Psychology 101 and permission of instructor. Up to six credits, provided the topic is not the same.

PSY 311 – Psychological Assessment and Testing (3) S
General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisites: Psychology 101 and 211.

PSY 311L – Laboratory in Psychological Assessment and Testing (1) S
Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Prerequisite or corequisite: Psychology 311.

PSY 312 – Introduction to Experimental Methods in Psychology (4) F,S
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. Prerequisite: Psychology 101 and 211.

PSY 321 – Infant and Childhood (3) F,S
Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Prerequisite: Psychology 101.

PSY 322 – Adolescence (3) F,S
Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite: Psychology 101 or permission of instructor.

PSY 323 – Early Intervention (3) S
Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention.

PSY 327 – Adulthood and Aging (3) F
Behavior in industrial work environments: attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite: Psychology 101.
PSY 276 – Alcoholism Counseling
(3) Y
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.

PSY 300 – Topics in Psychology
(1–3) IR
Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Prerequisites: Psychology 101 and permission of instructor. Up to six credits, provided the topic is not the same.

PSY 311 – Psychological Assessment and Testing
(3) S
General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311 concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisites: Psychology 101 and 211.

PSY 311L – Laboratory in Psychological Assessment and Testing
(1) S
Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Prerequisite or corequisite: Psychology 311.

PSY 312 – Introduction to Experimental Methods in Psychology
(4) F,S
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.

PSY 321 – Infancy and Childhood
(3) F,S
Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Prerequisite: Psychology 101.

PSY 322 – Adolescence
(3) F,S
Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite: Psychology 101 or permission of instructor.

PSY 323 – Early Intervention
(3) S
Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention.

PSY 327 – Adulthood and Aging
(3) F,S
Study of the development of, and interaction within, groups with special emphasis on small, task-oriented groups.

PSY 331 – Introduction to Social Psychology
(3) O
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.

PSY 337 – Industrial and Organizational Psychology
(3) O
Behavior in industrial work environments: attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite: Psychology 101.

PSY 343 – Sensory/Perceptual Processes
(3) O
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.

PSY 343L – Laboratory in Sensory/Perceptual Processes
(1) O
Practical laboratory experience in designing, conducting, and interpreting elementary research on sense-organ functioning and perceptual phenomena. Must be taken concurrently with Psychology 343.

PSY 351 – Learning and Behavior
(4) Y
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.

PSY 352 – Motivation and Emotion
(3) O
Biological drives such as hunger, thirst, sleep, and sex; psychological drives such as curiosity and arousal; learned social drives such as academic achievement, affiliation, altruism, and aggression; experimental study of emotion. Prerequisite: Psychology 101.

PSY 354 – Cognitive Psychology
(4) Y
Basic principles underlying discovery and retention of new modes of human behavior. Topics include attention, information processing, language learning, concept
formulation, sources of forgetting, and dynamics of memory. Laboratory supplement lecture with emphasis on information processing in human subjects.
Prerequisite: Psychology 101.

PSY 361 – Abnormal Psychology (3) F,S,U
Approaches to classification which are consistent with current diagnostic criteria will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite: Psychology 101.

PSY 363 – Health Psychology (3) O

PSY 365 – Forensic Psychology (3) O
Techniques of criminal investigation, criminal profiling, eyewitness identification, police interrogation, jury selection, trial preparation, and assessing competency to stand trial. Prerequisite: Psychology 101.

PSY 366 – Individuals with Disabilities (3) S
Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Requires 20 hours of volunteer work with a population which meets the criteria for disabilities. Prerequisite: Psychology 321 or permission of instructor.

PSY 372 – Play as Curriculum (3) F
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.

PSY 374 – The Helping Relationship (3) S
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.

PSY 375 – Death, Dying, and Bereavement (3) F,S
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.

PSY 377 – Children Under Stress (3) F,S
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.

PSY 410 – Projects in Psychology (1–6) F,S,U
Individually supervised laboratory research and study. Provides opportunities for those who want to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Junior or senior standing and written approval of instructor.

PSY 411 – Senior Seminar (3) Y
Selected topics of current interest. Critical analysis of current research literature and integration of diverse psychology subfields in understanding complex behavior. Integrates previous learning in small group settings. Prerequisite: Psychology 312 or permission of instructor.

PSY 412 – Research Seminar (3) F,S
Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in Psychology 312. Prerequisites: Psychology 211, 312.

PSY 413 – Program Evaluation (3) IR
Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisites: Psychology/Sociology 211 and Psychology 312 or permission of instructor.

PSY 453 – Theories of Learning (3) IR
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.

PSY 461 – History of Psychology (3) S
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.

PSY 462 – Theories of Personality (3) IR
Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite: Psychology 101 or permission of instructor.

PSY 470 – Practicum in Psychology (3 or 6) S
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.

PSY 471 – Introduction to Child Life Internship (0) F,S
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 the second semester of the junior year. Child life majors only. Prerequisite: permission of instructor.

PSY 472 – Introduction to Child Life Internship (0) F,S
Mandatory meetings designed to help students prepare for final internship. Includes child abuse training, universal precautions, writing internship goals and agreement, discussion of supervision and certification requirements. Must be taken the first semester of the senior year. Child life majors only. Prerequisite: Psychology 471 and permission of instructor.

PSY 474 – Psychosocial Care of Hospitalized Children and Adolescents (3) F
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.

PSY 475 – Child Life Internship (12) F,S
Supervised experience in a hospital or other health care facility (child life spe-
Courses of Instruction

PSY 361 – Abnormal Psychology (3) F,S,U
Approaches to classification which are consistent with current diagnostic criteria will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite: Psychology 101.

PSY 363 – Health Psychology (3) O

PSY 365 – Forensic Psychology (3) O
Techniques of criminal investigation, criminal profiling, eyewitness identification, police interrogation, jury selection, trial preparation, and assessing competency to stand trial. Prerequisite: Psychology 101.

PSY 366 – Individuals with Disabilities (3) S
Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Requires 20 hours of volunteer work with a population which meets the criteria for disabilities. Prerequisite: Psychology 321 or permission of instructor.

PSY 372 – The Counseling and Interviewing Process (3) F,S
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.

PSY 373 – Play as Curriculum (3) F
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.

PSY 374 – The Helping Relationship (3) S
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.

PSY 375 – Death, Dying, and Bereavement (3) F,S
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.

PSY 377 – Children Under Stress (3) F,S
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.

PSY 401 – Senior Seminar (3) Y
Selected topics of current interest. Critical analysis of current research literature and integration of diverse psychology subfields in understanding complex behavior. Integrates previous learning in small group settings. Prerequisite: Psychology 312 or permission of instructor.

PSY 402 – Research Seminar (3) F,S
Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in Psychology 312. Prerequisites: Psychology 211, 312.

PSY 413 – Program Evaluation (3) IR
Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisites: Psychology/Sociology 211 and Psychology 312 or permission of instructor.

PSY 414 – History of Psychology (3) IR
Mandatory meetings designed to help students prepare for final internship. Includes child abuse training, universal precautions, writing internship goals and agreement, discussion of supervision and certification requirements. Must be taken the first semester of the senior year. Child life majors only. Prerequisite: Psychology 471 and permission of instructor.

PSY 470 – Practicum in Psychology (3 or 6) S
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.

PSY 471 – Introduction to Child Life Internship (0) F,S
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 the second semester of the junior year. Child life majors only. Prerequisite: permission of instructor.

PSY 472 – Introduction to Child Life Internship (0) F,S
Mandatory meetings designed to help students prepare for final internship. Includes child abuse training, universal precautions, writing internship goals and agreement, discussion of supervision and certification requirements. Must be taken the first semester of the senior year. Child life majors only. Prerequisite: Psychology 471 and permission of instructor.

PSY 473 – Play as Curriculum (3) F
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.

PSY 475 – Death, Dying, and Bereavement (3) F
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.

PSY 477 – Children Under Stress (3) F,S
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.

PSY 479 – History of Psychology (3) S
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.

PSY 482 – Theories of Personality (3) IR
Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite: Psychology 101 or permission of instructor.

PSY 487 – Child Life Internship (12) F,S
Supervised experience in a hospital or other health care facility (child life spe-
Courses of Instruction

N287

Courses of Instruction

PRL 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Reading

Arts and Sciences Division

Faculty: Staff

REA 100 – Reading and Study Strategies (1) U
Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: memory, concentration, retention and recall, note-taking, and critical thinking skills. By permission of Academic Support Services Center.

Real Estate

Social Sciences and Management Division

Faculty: Swann, Staff

RES 323 – Fundamentals of Real Estate (3) Y
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.

RES 324 – Real Estate Appraising (3) IR
Basic themes of value; the market data, cost and income approaches to value; the appraisal process. Prerequisite: Real Estate 323 or permission of instructor.

RES 325 – Special Topics in Real Estate: New York Real Estate Salesperson’s Course (4) Y
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.

RES 326 – Real Estate Financing (3) IR
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

RUS 101 – Beginning Russian I (3) IR
Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

RUS 102 – Beginning Russian II (3) IR
Continuation of Russian 101. Prerequisite: Russian 101 or equivalent.

RUS 201 – Intermediate Russian I (3) IR
Reading; grammar review; oral work; translation; simple composition. Prerequisite: Russian 201 or equivalent.

RUS 202 – Intermediate Russian II (3) IR
Continuation of Russian 201. Prerequisite: Russian 201 or equivalent.
Courses of Instruction

N.

Courses of Instruction

PRL 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.

Reading
Arts and Sciences Division
Faculty: Staff
REA 100 – Reading and Study Strategies (1) U
Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: reading comprehension, note-taking, and critical thinking skills. By permission of Academic Support Services Center.

Real Estate
Social Sciences and Management Division
Faculty: Staff
RES 323 – Fundamentals of Real Estate (3) Y
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.

Russian
Social Sciences and Management Division
Faculty: Staff
RUS 101 – Beginning Russian I (3) IR
Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

Real Estate
Social Sciences and Management Division
Faculty: Staff
RES 324 – Real Estate Appraising (3) IR
Basic themes of value; the market data, cost and income approaches to value; the appraisal process. Prerequisite: Real Estate 323 or permission of instructor.
SOS 207 – Social Organization of the U.S. Health Care System (3) Y
Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 – Women’s Past, Present, and Future (3) Y
Interdisciplinary examination of the roots of women’s experiences, current issues pertinent to women, and trends impacting women’s future, specifically in the United States.

SOS 235 – Civil Rights, Public Policy, and Social Change (3) IR
People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as Government and Politics 235.

SOS 301 – Introduction to Black Studies (3) Y
An interdisciplinary and comparative introduction to the black experience in both the United States and Africa.

SOS 110, 120, 130 – Topics in Ethnic Studies (1) IR
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the “old country,” in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

SOS 203 – Introduction to Gender Studies (3) Y
Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

SOS 233 – The Family (3) Y
The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selection; the family in transition.

SOS 242 – Urban Sociology (3) IR
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.

SOS 252 – Racial and Cultural Minorities (3) FS
Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

SOS 274 – Criminology (3) Y
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.

SOS 312 – Social Science Research Methods (3) FS
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.

SOS 333 – American Utopian Societies (3) Y
Emphasis on Oneida Community and Shakers. Father Divine Movement, Hutterites, Mormons, and Old Order Amish are included. Two field trips required.

SOS 367 – Social Stratification (3) O
Patterns and theories of unequal distribution of power, property, and prestige. Focus on American society.

SOS 376 – Criminological Research Methods (3) FS
Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study; hypothesis testing, and policy evaluations. Computer applications in processing data and data analysis. Prerequisites: Sociology 274 and Sociology/ Psychology 211 or Math 112.

SOS 377 – Social Gerontology: Field Work Seminar (3) Y
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.

SOS 405 – Sociological Theory (3) O
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.

SOS 470 – Sociology Internships (1–6) IR
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 dean.

SOS 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.
SOS 207 – Social Organization of the U.S. Health Care System (3) Y
Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 – Women's Past, Present, and Future (3) Y
Interdisciplinary examination of the roots of women's experiences, current issues pertinent to women, and trends impacting women's future, specifically in the United States.

SOS 235 – Civil Rights, Public Policy, and Social Change (3) IR
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
Schools and Management Division
Faculty: Lorentzen, Neun, Young, Staff

SOS 110, 120, 130 – Topics in Ethnic Studies (1) IR
A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the "old country," in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as Humanities 110, 120, and 130.

SOS 203 – Introduction to Gender Studies (3) Y
Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

SOS 207 – Social Organization of the U.S. Health Care System (3) Y
Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 – Women's Past, Present, and Future (3) Y
Interdisciplinary examination of the roots of women's experiences, current issues pertinent to women, and trends impacting women's future, specifically in the United States.

SOS 235 – Civil Rights, Public Policy, and Social Change (3) IR
People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as Government and Politics 235.

SOS 381 – Social Science Research Methods (3) F/S
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.

SOS 333 – American Utopian Societies (3) Y
Emphasis on Oneida Community and Shakers. Father Divine Movement, Hutterites, Mormons, and Old Order Amish are included. Two field trips required.

SOS 367 – Social Stratification (3) O
Patterns and theories of unequal distribution of power, property, and prestige. Focus on American society.

SOS 376 – Criminological Research Methods (3) F/S
Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study, hypothesis testing, and policy evaluations. Computer applications in processing data and data analysis.

SOS 470 – Sociology Internships (1–6) IR
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 dean.

SOS 490 – Independent Study (3) IR
Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean. May be repeated once for credit, though with a different topic. Prerequisite: junior standing.
**Spanish**

**Social Sciences and Management Division**

*Faculty: Camacho-Platero, Zee, Staff*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Division</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 101 – Beginning Spanish I (3)</td>
<td>Beginning Spanish</td>
<td>F,S</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 102 – Beginning Spanish II (3)</td>
<td>Beginning Spanish</td>
<td>F,S</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 115 – Spanish for Medical and Paramedical Personnel (3)</td>
<td>Spanish for Medical and Paramedical Personnel</td>
<td>F,S</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 201 – Intermediate Spanish I (3)</td>
<td>Intermediate Spanish</td>
<td>Y</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 202 – Intermediate Spanish II (3)</td>
<td>Intermediate Spanish</td>
<td>Y</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 215 – Business Spanish (3)</td>
<td>Business Spanish</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 227 – Spoken Spanish I (3)</td>
<td>Spoken Spanish</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 237 – Spanish Composition and Grammar Review (3)</td>
<td>Spanish Composition and Grammar Review</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 247 – Introduction to Spanish Culture (3)</td>
<td>Introduction to Spanish Culture</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 248 – Latin American Cultures and Civilizations (3)</td>
<td>Latin American Cultures and Civilizations</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 288 – Introduction to Literature in Spanish (3)</td>
<td>Introduction to Literature in Spanish</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 300 – Topics in Latin American Literature and Culture (3)</td>
<td>Topics in Latin American Literature and Culture</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 311 – Spanish and Latin American Film (3)</td>
<td>Spanish and Latin American Film</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPA 327 – Spoken Spanish II (3)</td>
<td>Spoken Spanish II</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**Courses of Instruction**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Division</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 290 – Independent Study (3)</td>
<td>Independent Study</td>
<td>O</td>
<td>Social Sciences and Management Division</td>
<td>Spanish</td>
</tr>
<tr>
<td>THE 115 – Introduction to Theatre (3)</td>
<td>Introduction to Theatre</td>
<td>F,S</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 120 – Practicum in Theatre (1)</td>
<td>Practicum in Theatre</td>
<td>F,S</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 130 – Practicum in Theatre (1)</td>
<td>Practicum in Theatre</td>
<td>S</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 333 – Production in the Theatre (3)</td>
<td>Production in the Theatre</td>
<td>IR</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 375 – Literature of the Theatre (3)</td>
<td>Literature of the Theatre</td>
<td>IR</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 441 – Directing in the Theatre (3)</td>
<td>Directing in the Theatre</td>
<td>IR</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 455 - Theatre History I (3)</td>
<td>Theatre History</td>
<td>IR</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
<tr>
<td>THE 456 - Theatre History II (3)</td>
<td>Theatre History</td>
<td>IR</td>
<td>Theatre Arts and Sciences Division</td>
<td>English</td>
</tr>
</tbody>
</table>

**Theatrical Recreation**

**Health and Human Studies Division**

*Faculty: Impicciatore, Kay, Staff*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Division</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRC 101 – Introduction to Therapeutic Recreation (3)</td>
<td>Introduction to Therapeutic Recreation</td>
<td>F</td>
<td>Health and Human Studies Division</td>
<td>English</td>
</tr>
</tbody>
</table>
Spanish
Social Sciences and Management Division
Faculty: Camacho-Platero, Zee, Staff

SPA 101 – Beginning Spanish I (3) F,S
Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

SPA 102 – Beginning Spanish II (3) F,S
Continuation of Spanish 101. Prerequisite: Spanish 101 or equivalent.

SPA 115 – Spanish for Medical and Paramedical Personnel (3) IR
Practice with vocabulary, structures, and cultural contexts that the medically-oriented student needs to communicate with Spanish-speaking patients.

SPA 201 – Intermediate Spanish I (3) Y
Reading; grammar review; oral work; translation; simple composition. Prerequisite: Spanish 201 or equivalent.

SPA 202 – Intermediate Spanish II (3) Y
Continuation of Spanish 201. Prerequisite: Spanish 201 or equivalent.

SPA 215 – Business Spanish (3) O
Vocabulary and discourse related to business. Oral and written practices, reading, Hispanic business culture, various business topics. Cross-cultural awareness of Hispanic business world. Taught in Spanish. Prerequisite: Spanish 202 or permission of instructor.

SPA 227 – Spoken Spanish I (3) O
Conversational practice based upon selected aspects of Hispanic life and culture. Vocabulary building, oral comprehension, use of idiomatic Spanish. Prerequisite: Spanish 202 or permission of instructor.

SPA 237 – Spanish Composition and Grammar Review (3) O
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).

SPA 247 – Introduction to Spanish Culture (3) O
An introduction to the cultures and traditions of Spain through readings, film, and the media. Prerequisite: Spanish 202 or equivalent.

SPA 248 – Latin American Cultures and Civilizations (3) O
Cultures and traditions of Latin America through readings, film and the media. Taught in Spanish. Prerequisite: Spanish 202 or permission of instructor.

SPA 288 – Introduction to Literature in Spanish (3) O
Readings and critical analysis of representative works. Discussion of their importance in representative literary movements and genres. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.

SPA 300 – Topics in Latin American Literature and Culture (3) O
Concentrated study emphasizing a specific period, genre, author or theme within Latin American writings. Taught in Spanish. May be repeated once for credit, provided topics are not the same. Prerequisite: Spanish 288 or permission of instructor.

SPA 311 – Spanish and Latin American Film (3) O
Introduction to Spanish or Latin American Film in cultural and historical context. Taught in English.

SPA 327 – Spoken Spanish II (3) O
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.

SPA 490 – Independent Study (3) IR

Theatre
Arts and Sciences Division
Faculty: Levering, Staff

THE 115 – Introduction to Theatre (3) F,S
Examination of the various arts of theatre: playwriting, directing, acting, scene and costume design, as an individual art and as part of the composite art of theatre leading to a more perceptive critical view of theatre. Practical work in at least one stage production required.

THE 130 – Practicum in Theatre (3) IR
Participation in dramatic productions. Students selected by the faculty. May be taken four times for credit.

THE 333 – Production in the Theatre (3) IR
The study of the technical disciplines of the theatre (scene design, lighting, costume design, etc.) in relationship to the entire production. Practical as well as theoretical work. A project will be required of each student.

THE 336 – Advanced Acting (3) IR
Intensive study of character development and various acting methods. Prerequisite: Theatre 136 or permission of instructor.

THE 340 – Theatre Workshop (1-3) IR
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.

THE 375 – Literature of the Theatre (3) IR
Forms of drama (tragedy, comedy, tragedy, and others) from ancient Greece to the present. Same as English 375.

THE 400 - Topics in Theatre (3) IR
Specialized study in various topics in theatre.

THE 441 – Directing in the Theatre (3) IR
An exploration of the methods of directing a play, beginning with the analysis of the script and ending with the finished production. Each student will direct a short play as a term project. Prerequisites: Theatre 115 and 136 or permission of instructor.

THE 455 - Theatre History I (3) IR
Traces the development of the theatrical art from rituals and storytelling to the Renaissance. Emphasis on the theatre's ties to social, political, and cultural trends. Prerequisite: Theatre 115 or permission of instructor.

THE 456 - Theatre History II (3) IR
Traces the development of the theatrical art from the Restoration to contemporary theatre. Emphasis on the theatre's ties to social, political, and cultural trends. Prerequisite: Theatre 115 or permission of instructor.

490 – Independent Study (1-3) IR

Therapeutic Recreation
Health and Human Studies Division
Faculty: Impiccioare, Kay, Staff

TRC 101 – Introduction to Therapeutic Recreation (3) F
Historical survey of recreation with special emphasis on current trends, problems, and projected developments in
leisure classes. Emphasis on the historical, philosophical, and psychological aspects of therapeutic recreation. Field experience with community agencies.

TRC 106 – History and Philosophy of Recreation (3) F
History and philosophy of the development of recreation, park resources, leisure services profession, and the use of human and natural resources.

TRC 152 – Recreational and Adventure Activities (4) ES
Method, theory, and selection of activities in seven recreation program areas: games, sports, arts and crafts, music, drama, and special events.

TRC 156 – Recreational Services and Leadership (3) S
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.

TRC 301 – Outdoor Recreational Pursuits (3) F
Theory and application of camping and outdoor experiences for various populations. Therapeutic recreation majors only. Prerequisite: Therapeutic Recreation 101.

TRC 302 – Leisure Counseling: Theory and Practice (3) S
Theoretical and practical foundations of leisure as related to the individual and recreation and therapeutic recreation. Development of leisure counseling skills, evaluation, and application to various settings.

TRC 303 – Therapeutic Recreation Program Design and Intervention Techniques (3) F
Assessments, observations, and evaluations of individuals with disabilities.

World Literature*
Arts and Sciences Division
Faculty: Bergmann, Darcy, Hutchinson, Orr, Scannell, Wittucki, Staff

LIT 205 – Masterpieces of Western Literature: Through the Renaissance (3) F
Literary masterpieces in the Western tradition, before 1650, in translation. Includes Greek drama, Greek and Roman epics, The Bible, Dante, Cervantes.

LIT 206 – Masterpieces of Western Literature: Since the Renaissance (3) S
Literary masterpieces in the Western tradition, after 1650, in translation. Includes Voltaire, Goethe, Flaubert, Dostoyevsky, Ibsen, Mann, Kafka, and modern non-European writers.

LIT 334 – Greek and Roman Mythology (3) IR
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.

LIT 347 – Images of Women in Literature (3) IR
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.

LIT 356 – From Fairy Tale to Modern Fantasy (3) IR
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.

LIT 358 – World Literature in English (3) IR
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.

LIT 400 – Topics in World Literature (3) IR
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.
leisure classes. Emphasis on the historical, philosophical, and psychological aspects of therapeutic recreation. Field experience with community agencies.

TRC 106 – History and Philosophy of Recreation (3) F
History and philosophy of the development of recreation, park resources, leisure services profession, and the use of human and natural resources.

TRC 152 – Recreational and Adventure Activities (4) F,S
Method, theory, and selection of activities in seven recreation program areas: games, sports, arts and crafts, music, drama, and special events.

TRC 156 – Recreational Services and Leadership (3) S
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.

TRC 301 – Outdoor Recreational Pursuits (3) F
Theory and application of camping and outdoor experiences for various populations. Therapeutic recreation majors only. Prerequisite: Therapeutic Recreation 101.

TRC 302 – Leisure Counseling: Theory and Practice (3) S
Theoretical and practical foundations of leisure as related to the individual and recreation and therapeutic recreation. Development of leisure counseling skills, evaluation, and application to various settings.

TRC 303 – Therapeutic Recreation Program Design and Intervention Techniques (3) F
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.

TRC 352 – Assessment and Evaluation in Therapeutic Recreation (3) F

TRC 401 – Internship in Therapeutic Recreation (12) F,S
Experience in a community or clinical agency, supervised by a certified therapeutic recreation specialist. Limited to therapeutic recreation majors who have completed all other degree requirements. Second semester of senior year.

TRC 405 – Fitness Programming and Recreation Management (3) S
Aspects of physical fitness and various methods of measurement. Management techniques of fitness center facilities, health clubs, and recreation centers. Includes laboratory practicum.

TRC 406 – Organization, Administration, and Supervision in Therapeutic Recreation (3) S
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, Darcy, Hutchinson, Orr, Scamnell, Wittucki, Staff

LIT 205 – Masterpieces of Western Literature: Through the Renaissance (3) F
Literary masterpieces in the Western tradition, before 1650, in translation. Includes Greek drama, Greek and Roman epics, The Bible, Dante, Cervantes.

LIT 206 – Masterpieces of Western Literature: Since the Renaissance (3) S
Literary masterpieces in the Western tradition, after 1650, in translation. Includes Voltaire, Goethe, Flaubert, Dostoyevsky, Ibsen, Mann, Kafka, and modern non-European writers.

LIT 334 – Greek and Roman Mythology (3) IR
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.

LIT 347 – Images of Women in Literature (3) IR
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.

LIT 356 – From Fairy Tale to Modern Fantasy (3) IR
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.

LIT 358 – World Literature in English (3) IR
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.

LIT 400 – Topics in World Literature (3) IR
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
Robert E. Woods, M.S. ................................................................. Executive Assistant to the President
Jacqueline Lynch ................................................................. Executive Secretary to the President and Recording Secretary of the Board of Trustees

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:
Lawrence R. Aaronson, Ph.D. ........................................ Dean, Arts and Sciences
David L. Moore, Ph.D. ............................................................... Coordinator, Biology
Mary Anne Hutchinson, Ph.D. ........................................ Coordinator, English
Ronald L. Danilowicz, Ph.D. ................................................ Coordinator, Computer Science
Marie Ryan, Ph.D. ................................................................. Coordinator, Performing and Fine Arts and Liberal Studies
Patrick M. Boyd, Ph.D. ............................................................. Coordinator, Chemistry
Lawrence H. Day, Ph.D. ......................................................... Coordinator, Geology, Mathematics, and Physics

Division of Health and Human Studies:
K. Della Ferguson, Ph.D. ..................................................... Dean, Health and Human Studies
Mary Katherine Maroney, Ph.D., R.N. ................................... Director, Nursing
Paula D. Carey, M.S. ............................................................. Director, Occupational Therapy
Robert Halliday, Ph.D. ......................................................... Coordinator, Philosophy and Health Studies
R. Scott Smith, Ph.D. ............................................................... Coordinator, Psychology
Dale Scalise-Smith, Ph.D. ..................................................... Director, Physical Therapy
Melodie Moltman, M.S. ............................................................ Director, Psychology-Child Life
Lois A. Fisch, Ph.D. ................................................................. Director, Teacher Education Programs and the Institute for Excellence in Education
Joan Kay, M.A. ................................................................. Director, Therapeutic Recreation and Gerontology

Division of Social Sciences and Management:
Stephen P. Neun, Ph.D. ......................................................... Dean, Social Sciences and Management
John H. Johnsen, Ph.D. ......................................................... Director, Business and Economics
Richard Fenner, Ph.D. ............................................................... Director, Center for Economic Education
Cecilia Friend, M.A. ................................................................. Director, Communication Programs
George E. Curtis, J.D. ................................................................. Director, Economic Crime Programs
R. Bruce McBride, Ed.D. ......................................................... Director, Criminal Justice
Linda Zee, Ph.D. ................................................................. Coordinator, Government and Politics, International Studies, and Foreign Languages
David G. Wittner, Ph.D. ............................................................ Administrative Specialist

Division of Graduate and Continuing Education:
James S. Pula, Ph.D. ......................................................... Dean, Graduate and Continuing Education
Evelyn Fazekas, M.S. ............................................................. Director, Credit Programs
Joni L. Pulliam, M.S. .............................................................. Executive Director, Corporate and Professional Programs
Linda M. Sidney, M.S. ............................................................ Director, Conferences
Catherine M. Cominsky, B.A. .................................................... Director, Graduate Admissions
Kathleen Cahill, B.A. ............................................................. Administrative Specialist

Special Academic Programs:
David M. Harralson, Ph.D., M.L.S. ........................................ Coordinator, First-year Seminar
Diane Matza, Ph.D. ................................................................. Director, Honors Program
Nancy R. Hollins, M.S. ........................................................... Coordinator, Faculty Development and Assessment
Mary E. Crawford-Mohat, M.S. ........................................ Coordinator, Mathematics/Science Center
Theodore S. Orlin, J.D. ............................................................... Special Adviser, Pre-Law
Adam K. Pack, Ph.D. ............................................................... Special Adviser, Pre-Medicine
Mary Drucker, M.A. ............................................................... Director, Integrated Learning Program
Steven Torres, Ph.D. ............................................................... Director, Writing Center
Carolyne Whitefeather, M.F.A. ...................................................... Director, Edith Barrett Art Gallery

Frank E. Gannett Memorial Library:
David M. Harralson, Ph.D., M.L.S. ........................................ Associate Dean and Director
Patricia K. Burchard, M.L.S. ..................................................... Librarian
Larry John, M.A. ................................................................. Librarian
Verlyn J. Marcoline, M.L.S. .................................................... Librarian
Elizabeth Pattengill, M.L.S. ..................................................... Librarian
Anne M. Flynn, B.S. .............................................................. Archivist
Roberta E. Ayers, B.S. ............................................................ Interlibrary Loan Supervisor
Elizabeth Caraco, B.A. .......................................................... Head of Circulation
Deborah A. Seiselmyer, B.A. .................................................... Cataloging Assistant

Office of International Programs:
Laurence W. Roberts, Ph.D. .................................................. Director
Linda L. Worth, M.S. .............................................................. Assistant Director

Office of the Registrar:
Dominic Passalacqua, M.S. .................................................. Registrar
ADMINISTRATIVE OFFICERS AND STAFF

OFFICE OF THE PRESIDENT

Todd S. Hutton, Ph.D. .................................................. President
Robert E. Woods, M.S. .................................................. Executive Assistant to the President
Jacqueline Lynch .......................................................... Executive Secretary to the President and Recording Secretary of the Board of Trustees

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:

Lawrence R. Aaronson, Ph.D. ........................................ Dean, Arts and Sciences
David L. Moore, Ph.D. .................................................. Coordinator, Biology
Mary Anne Hutchinson, Ph.D. ....................................... Coordinator, English
Ronald L. Danilowicz, Ph.D. ........................................ Coordinator, Computer Science
Marjorie Levering, Ph.D. ................................................ Coordinator, Performing and Fine Arts and Liberal Studies
Patrick M. Boyd, Ph.D. .................................................. Coordinator, Chemistry
Lawrence H. Day, Ph.D. ................................................ Coordinator, Geology, Mathematics, and Physics

Division of Health and Human Studies:

K. Della Ferguson, Ph.D. .............................................. Dean, Health and Human Studies
Mary Katherine Maroney, Ph.D., R.N. ........................... Director, Nursing
Paula D. Carey, M.S. .................................................. Director, Occupational Therapy
Robert Halliday, Ph.D. ................................................ Coordinator, Philosophy and Health Studies
R. Scott Smith, Ph.D. .................................................. Coordinator, 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 and the Institute for Excellence in Education
Joan Kay, M.A. ......................................................... Director, Therapeutic Recreation and Gerontology

Division of Social Sciences and Management:

Stephen P. Neun, Ph.D. .............................................. Dean, Social Sciences and Management
John H. Johnsen, Ph.D. ............................................... Director, Business and Economics
Richard Fenner, Ph.D. ............................................... Director, Center for Economic Education
Cecilia Friend, M.A. .................................................. Director, Communication Programs
George E. Curtis, J.D. .................................................. Director, Economic Crime Programs
R. Bruce McBridge, Ed.D. ........................................... Director, Criminal Justice
Linda Zee, Ph.D. ....................................................... Coordinator, Government and Politics, International Studies, and Foreign Languages

Division of Graduate and Continuing Education:

James S. Pula, Ph.D. .................................................. Dean, Graduate and Continuing Education
Evelyn Fazekas, M.S. .................................................. Director, Credit Programs
Joni L. Pulliam, M.S. .................................................. Executive Director, Corporate and Professional Programs
Linda M. Sidney, M.S. .................................................. Director, Conferences
Catherine M. Cominsky, B.A. ...................................... Director, Graduate Admissions
Kathleen Cahill, B.A. .................................................. Administrative Specialist

Special Academic Programs:

David M. Harralson, Ph.D., M.L.S. .............................. Coordinator, First-year Seminar
Diane Matza, Ph.D. .................................................... Director, Honors Program
Nancy R. Hollins, M.S. .............................................. Coordinator, Faculty Development and Assessment
Mary E. Crawford-Mohat, M.S. .................................. Director, Mathematics/Science Center
Theodore S. Orlin, J.D. ................................................ Special Adviser, Pre-Law
Adam K. Pack, Ph.D. ................................................ Special Adviser, Pre-Medicine
Mary Drucker, M.A. .................................................. Director, Integrated Learning Program
Steven Torres, Ph.D. .................................................. Director, Writing Center
Carolyne Whitefeather, M.F.A. .................................... Director, Edith Barrett Art Gallery

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 John, M.A. ...................................................... Librarian
Beverly J. Marcoline, M.L.S. ....................................... Librarian
Elizabeth Pattengill, M.L.S. ....................................... Librarian
Anne M. Flynn, B.S. .................................................. Archivist
Roberta E. Ayers, B.S. ............................................... Interlibrary Loan Supervisor
Elizabeth Caraco, B.A. .............................................. Head of Circulation
Deborah A. Seiselmyer, B.A. ...................................... Cataloging Assistant

Office of International Programs:

Laurence W. Roberts, Ph.D. ........................................ Director
Linda L. Worth, M.S. ................................................ Assistant Director

Office of the Registrar:

Dominic Passalacqua, M.S. ........................................ Registrar
Young Scholars Liberty Partnership Program:
Francis A. Perretta, M.S. ........................................... Director
Laura Bedford, M.S................................................ Program Assistant
Jessica Jacobs, B.A. ................................................ Program Assistant

Office of Integrated Information Technology Services:
Steve Chen, Ph.D. ................................................ Assistant Vice President, Chief Technology Officer
Joseph R. Paxhia, M.B.A. ........................................... Director, Data Processing
Maureen H. Scoones, M.S. .................................... Director, Computer User Services
William M. Dunden, B.S. ..................................... Computer Programmer Analyst
Joseph A. Ulimski, B.S. ....................................... Systems Programmer
Garry E. Kosmoski, B.S. ....................................... Director, Networking Services
Kathleen Randall, B.A. ........................................... Director, Media Services
James C. Farr, B.S.................................................. Computer Support Specialist
Stephanie Williams, A.A..................................... Computer Support Technical Specialist
Scott M. Getz, B.S................................................ Network Computer Support Specialist
Scott Humphrey, M.A.......................................... AIS Implementation Manager
Elaine Martin, M.S.I.R.M. .................................. Web/Instructional Technologist

Special Institutes and Centers:
Centro Studi Casaurische: .................................. Presidente
Dottore Ada De Stefani

Computer Forensics Research and Development Center:
Gary R. Gordon, Ed.D........................................... Director

The Crisafuli Fund for the Faculty:
Richard Fenner, Ph.D......................................... Chairperson

Economic Crime Investigation Institute:
John L. Martin, J.D.............................................. Chairperson
Gary Gordon, Ed.D .............................................. Executive Director

Ethnic Heritage Studies Center:
James S. Pula, Ph.D.............................................. Director

Institute for Excellence in Education:
Lois A. Fisch, Ph.D.............................................. Director

Institute of Applied Ethics:
Edward Bradley, M.D.......................................... Chairperson
James F. Caron, Ph.D........................................ College Representative
Robert M. Halliday, D. Phil................................ College Representative

Institute of Gerontology:
K. Della Ferguson, Ph.D.................................. Director

Raymond Simon Institute for Public Relations:
Raymond Simon, M.S........................................ Executive Director

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Patrick A. Quinn, M.S. ........................................... Vice President for Enrollment Management

Office of Admissions:
TBA ........................................................................... Director, Admissions
Pamela J. Caister .................................................. Administrative Assistant
Scott J. Hughes, M.B.A........................................... Associate Director, Admissions
Susan M. Riser, B.S.............................................. Associate Director, Admissions
Kristen L. Bowers, B.A.......................................... Assistant Director, Admissions
Shannon L. Collins B.S........................................... Assistant Director, Admissions
Jessica R. McDermott, B.A.................................. Assistant Director, Admissions
Robbie O. Millet, B.A............................................. Director of International Recruitment
Claire A. Schaper, 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
Stephanie S. Stock, M.S........................................... Assistant Director, Financial Aid
Lisa C. Hoskey, B.A............................................. Assistant Director, Financial Aid

OFFICE OF THE VICE PRESIDENT FOR FINANCIAL AFFAIRS
AND TREASURER
R. Barry White, M.S., C.P.A.................................. Vice President for Financial Affairs
and Treasurer
Robert P. Grant, B.S........................................... Comptroller and Assistant Treasurer
Marie D. Lambert, B.S......................................... Administrative Assistant
Bernice A. Marconi, B.S...................................... Assistant Comptroller
Ed J. Lewandrowski, Jr., M.S................................ Director of Bursar Operations
Gail A. Tuttte...................................................... Administrative Assistant
Bobbi H. Smorol, B.S.......................................... Purchasing Manager
Irene S. Moskal, B.S.............................................. Payroll Supervisor
Mary B. Morton, B.S........................................... Director, Human Resources
JoAnne Williams ................................................ Benefits Coordinator
Anne M. Flynn, B.S.............................................. Human Resources Assistant
Gregg A. Sponburgh, M.P.H................................ Director of Environmental Health and Safety
John R. George, B.A............................................ Director, Campus Safety
Donald L. Harter ................................................... Director, Facilities Management

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT
Jon D. Denison, M.S.......................................... Vice President for Institutional Advancement
Barbara A. Friemann ........................................... Administrative Assistant
Joseph Silberlicht, B.A......................................... Director, Development
Carl S. Dziwian, J.D., C.P.A................................. Director, Planned Giving
Tracy Lee Taylor, M.A.................................... Development Officer, Annual Fund
Vincent J. Kuss, M.S........................................... Development Officer
Marguerite Plescia, B.A.................................. Development Officer
Jennifer Janes, B.S........................................... Director, Alumni and Parent Relations
Kim Lambert, B.A............................................. Director, Public Relations
Larry Pacilio, B.A.............................................. Coordinator, Publications
Young Scholars Liberty Partnership Program:
Francis A. Perretta, M.S. ............................ Director
Laura Bedford, M.S. .................................. Program Assistant
Jessica Jacobs, B.A. ................................. Program Assistant

Office of Integrated Information Technology Services:
Steve Chen, Ph.D. ................................. Assistant Vice President, Chief Technology Officer
Joseph R. Paxhia, M.B.A. .................. Director, Data Processing
Maureen H. Scoones, M.S. .................. Director, Computer User Services
William M. Dunden, B.S. .............. Computer Programmer Analyst
Joseph A. Ulinski, B.S. ....................... Systems Programmer
Garry E. Kosmoski, B.S. .................... Director, Networking Services
Kathleen Randall, B.A. ................. Director, Media Services
James C. Farr, B.S. ......................... Computer Support Specialist
Stephanie Williams, A.A. ........... Computer Support Technical Specialist
Scott M. Getz, B.S. ......................... Network Computer Support Specialist
Scott Humphrey, M.A. .................. AIS Implementation Manager
Elaine Martin, M.S.I.R.M. ........ Web/Instructional Technologist

Special Institutes and Centers:
Centro Studi Casauriensii: ............................... Presidente
Dottore Ada De Stefanis

Computer Forensics Research and Development Center:
Gary R. Gordon, Ed.D. .................. Director

The Crisafulli Fund for the Faculty:
Richard Fenner, Ph.D. .................. Chairperson

Economic Crime Investigation Institute:
John L. Martin, J.D. ..................... Chairperson
Gary Gordon, Ed.D. .................. Executive Director

Ethnic Heritage Studies Center:
James S. Pula, Ph.D. .................. Director

Institute for Excellence in Education:
Lois A. Fisch, Ph.D. .................. Director

Institute of Applied Ethics:
Edward Bradley, M.D.................. Chairperson
James F. Caron, Ph.D. .............. College Representative
Robert M. Halliday, D. Phil. ........ College Representative

Institute of Gerontology:
K. Della Ferguson, Ph.D. .......... Director

Raymond Simon Institute for Public Relations:
Raymond Simon, M.S. ............. Executive Director

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Patrick A. Quinn, M.S. ................. Vice President for Enrollment Management

Office of Admissions:
TBA ............................. Director, Admissions
Pamela J. Caister .................. Administrative Assistant
Scott J. Hughes, M.B.A. ........ Associate Director, Admissions
Susan M. Risler, B.S. .............. Associate Director, Admissions
Kristen L. Bowers, B.A. .......... Assistant Director, Admissions
Shannon L. Collins B.S. ........ Assistant Director, Admissions
Jessica R. McDermott, B.A. .......... Assistant Director, Admissions
Robbie O. Millet, B.A. ............ Director of International Recruitment
Claire A. Schaper, 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
Stephanie S. Stock, M.S. ........ Assistant Director, Financial Aid
Lisa C. Hoskey, B.A. ............... Assistant Director, Financial Aid

OFFICE OF THE VICE PRESIDENT FOR FINANCIAL AFFAIRS
AND TREASURER
R. Barry White, M.S., C.P.A. ........... Vice President for Financial Affairs
                                          and Treasurer
Robert P. Grant, B.S. .................. Controller and Assistant Treasurer
Marie D. Lambert, B.S. ............. Administrative Assistant
Bernice A. Marconi, B.S. ........ Associate Comptroller
Ed J. Lewandrowski, Jr., M.S. ...... Director of Bursar Operations
Gail A. Tuttle ......................... Administrative Assistant
Bobbi H. Smodol, B.S. .............. Purchasing Manager
Irene S. Moskal, B.S. ............... Payroll Supervisor
Mary R. Morton, B.S. ............... Director, Human Resources
JoAnne Williams .................... Benefits Coordinator
Anne M. Flynn, B.S. ................ Human Resources Assistant
Greg A. Sponbergh, M.P.H. ...... Director of Environmental Health and Safety
John R. George, B.A. ............... Director, Campus Safety
Donald L. Harter ..................... Director, Facilities Management

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT
Jon D. Denison, M.S. .................. Vice President for Institutional Advancement
Barbara A. Friemann ................ Administrative Assistant
Joseph Silberlicht, B.A. ........... Director, Development
Carl S. Dziekan, J.D., C.P.A. .... Director, Planned Giving
Tracy Lee Taylor, M.A. ........... Development Officer, Annual Fund
Vincent J. Kuss, M.S. ............... Development Officer
Marquardt Plessia, B.A. .......... Development Officer
Jennifer James, B.S. ............... Director, Alumni and Parent Relations
Kim Lambert, B.A. ................... Director, Public Relations
Larry Pacilio, B.A. ................. Coordinator, Publications
Jessica McHugh, B.S. ........ Assistant Graphic Designer
Kelly Adams, B.S. ........ Coordinator, Media Relations and Communications
Alexia Conrad, B.A. .......... Writer
Bonnie Witek, B.S. .......... Coordinator, Records and Research

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL RESEARCH AND PLANNING
Carol Mackintosh, A.M. .... Vice President for Institutional Research and Planning
Mary Joan Foresti .......... Administrative Assistant

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS
Kenneth E. Kelly, Ed.D. .... Vice President for Student Affairs and Dean of Students
DeEtta M. Ziembas ........ Administrative Assistant
Claudia R. Bell, M.S. ....... Associate Dean of Students
Mark C. Kovacs, M.S. ....... Director, Residence Life
Stephen M. Pattarini, M.S. ...... Director, Student Development
Alane P. Varga, M.A. ...... Coordinator, Counseling Services
Amy E. Mirabelli, M.S. ...... Director, Opportunity Programs
Johnni F. Mahdi, M.A. ... Assistant Director, Career Services
Harold T. Wells, M.S. ......... Math and Science Adviser
Carolyn Carstensen, M.A. .... Counselor
TBA .................. Coordinator, Disability Services
Paul H. Lehmann, M.S. ...... Director, Student Activities
Barbara E. Jordan, M.S. ...... Director, Career Services and Cooperative Education
Geraldine Russo, B.A. ...... Assistant Director, Career Services and Cooperative Education
Julie Murawski, R.N., M.S., A.N.P. .... Director, Student Health Center
Donna Gerace, L.P.N. ........ Licensed Practical Nurse

OFFICE OF PHYSICAL EDUCATION AND ATHLETICS
James A. Spartano, M.S. ...... Director
TBA .................... Senior Women's Administrator, Sports Information Director
Deena Albert, M.S. .......... Assistant Athletic Trainer
Pennie Carlo, M.A. ........ Assistant Athletic Trainer
Dave Clausen, B.A. .......... Women Ice Hockey Coach
Jessica M. Critchlow, B.A. .... Women's Lacrosse and Soccer Coach
Michele Davis, B.A. .......... Women's Basketball Coach
Andrew M. Goodemote, B.A. .... Men's Basketball Coach
Donald Guido, M.Ed. ........ Baseball Coach
Gary Heenan, B.A. .......... Men's Ice Hockey Coach
Peter Hoyt, M.S. .......... Men's Soccer Coach
Michael J. Kemp, M.S. ...... Men's Lacrosse Coach
Charles Lewis, B.A. .......... Golf Coach
Darin Lynch, B.S. .......... Women's Volleyball Coach
Henny Hiemenz, M.S. ....... Assistant Football Coach
Patricia Milhalko, M.S. ...... Field Hockey Coach
Jim Murnane, B.S. .......... Softball Coach, Intramurals Director
Tim Mylinski, M.S. .......... Assistant Football Coach
Timothy Nelson, M.S. ...... Men's Lacrosse Coach
John Nigro ................ Men's and Women's Tennis Coach
Dariusz Panol, B.A. .......... Men's Soccer Coach
Eric Stilz, B.S. .......... Aquatics Director, Men's and Women's Swimming Coach,
Women's Water Polo Coach

BOARD OF TRUSTEES

Officers
Chairperson
James E. DuRoss, Jr.
Vice President, Operations-Northeast Region
American Building Maintenance
Utica, NY

Vice Chairperson
Russell J. Petralia
President
Ashford Management Group
Utica, NY

Vice Chairperson and Secretary
Vice Chairperson and Secretary
Vice Chairperson and Secretary

Members
George Aney, Esq.
Attorney
Herkimer, NY

Kenneth D. Bell '75
Regional President
HSBC USA, Inc.
Rochester, NY

The Honorable Sherwood Boehlert ’61,
D.L.,
United States Congressman, 23rd District, NY
Washington, D.C.

Natalie L. Brown ’80
Executive Director
Girl Scouts of America – Foothills Council
Utica, NY

Larry Bull ’74
Chief Executive Officer
Bull Bros., Inc.
Utica, NY

Robert T. Bullock ’69
President
Bullock Company
Utica, NY
Jessica McHugh, B.S. ........................................... Assistant Graphic Designer
Kelly Adams, B.S. ........................................... Coordinator, Media Relations and Communications
Alexia Conrad, B.A. ........................................... Writer
Bonnie Witek, B.S. ........................................... Coordinator, Records and Research

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL RESEARCH AND PLANNING
Carol Mackintosh, A.M. ................................. Vice President for Institutional Research and Planning
Mary Joan Foresti ................................. Administrative Assistant

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS
Kenneth E. Kelly, Ed.D. ................................. Vice President for Student Affairs and Dean of Students
DeEtta M. Ziemba ........................................... Administrative Assistant
Claudia R. Bell, M.S. ........................................... Associate Dean of Students
Mark C. Kovacs, M.S. ........................................... Director, Residence Life
Stephen M. Pattarini, M.S. ........................................... Director, Student Development
Alane P. Varga, M.A. ........................................... Coordinator, Counseling Services
Amy E. Mirabella, M.S. ........................................... Freshman Counselor
Johnni F. Mahdi, M.A. ........................................... Director, Opportunity Programs
Harold T. Wells, M.S. ........................................... Math and Science Adviser
Carolyn Carstensen, M.A. ........................................... Counselor
TBA .................................................. Coordinator, Disability Services
Paul H. Lehmann, M.S. ........................................... Director, Student Activities
Barbara E. Jordan, M.S. ........................................... Director, Career Services and Cooperative Education
Geraldine Russo, B.A. ........................................... Assistant Director, Career Services and Cooperative Education
Julie Murawski, R.N., M.S., A.N.P. ........................................... Director, Student Health Center
Donna Gerace, L.P.N. ........................................... Licensed Practical Nurse

OFFICE OF PHYSICAL EDUCATION AND ATHLETICS
James A. Spartano, M.S. ........................................... Director
TBA ................................................ Director, Sports Information
Deena Albert, M.S. ........................................... Assistant Athletic Trainer
Penne Carlo, M.A. ........................................... Assistant Athletic Trainer
Dave Clausen, B.A. ........................................... Women’s Ice Hockey Coach
Jessica M. Critchlow, B.A. ........................................... Women’s Lacrosse and Soccer Coach
Michele Davis, B.A. ........................................... Women’s Basketball Coach
Andrew M. Goodemote, B.A. ........................................... Men’s Basketball Coach
Donald Guido, M.Ed. ........................................... Baseball Coach
Gary Heenan, B.A. ........................................... Men’s Ice Hockey Coach
Peter Hoyt, M.S. ........................................... Men’s Ice Hockey Coach
Michael J. Kemp, M.S. ........................................... Men’s Baseball Coach
Charles Lewis, B.A. ........................................... Head Football Coach
Darin Lynch, B.S. ........................................... Golf Coach
Henny Hiemenz, M.S. ........................................... Assistant Football Coach
Patricia Milhalko, M.S. ........................................... Field Hockey Coach
Jim Murnane, B.S. ........................................... Softball Coach, Intramurals Director
Tim Mylinski, M.S. ........................................... Assistant Football Coach
Timothy Nelson, M.S. ........................................... Men’s Lacrosse Coach
John Niigro ........................................... Men’s and Women’s Tennis Coach
Dariusz Panol, B.A. ........................................... Men’s Soccer Coach
Eric Stilz, B.S. ........................................... Aquatics Director, Men’s and Women’s Swimming Coach, Women’s Water Polo Coach

BOARD OF TRUSTEES

Officers

Chairperson
James F. DuRoss, Jr.
Vice President, Operations-Northeast Region
American Building Maintenance
Utica, NY

Vice Chairperson
Don Carbone
Carbone Auto Group
Utica, NY

Members

George Aney, Esq.
Attorney
Herkimer, NY

Kenneth D. Bell ’75
Regional President
HSBC USA, Inc.
Rochester, NY

The Honorable Sherwood Boehlert ’61, D.L.
United States Congressman, 23rd District, NY
Washington, D.C.

Natalie L. Brown ’80
Executive Director
Girl Scouts of America – Foothills Council
Utica, NY

Larry Bull ’74
Chief Executive Officer
Bull Bros., Inc.
Utica, NY

Robert T. Bullock ’69
President
Bullock Company
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.  
Utica, NY

Eugene R. Corasanti  
Chairman of the Board and Chief Executive Officer  
CONMED Corporation  
Utica, NY

Vincent J. Coyne ’66  
Owner (Retired)  
Coyne Technical Services  
Whitesboro, NY

John A. Donohue, Sr. ’57  
Agency Manager (Retired)  
The Equitable Life Assurance  
Syracuse, NY

William D. Eggers  
Senior Vice President and General Counsel  
Corning Incorporated  
Corning, NY

Joseph P. Furgal ’50  
Teacher (Retired)  
Whitesboro Central School District  
Whitesboro, NY

Frank Giotto ’71  
Chief Executive Officer  
Fiber Instrument Sales, Inc.  
Oriskany, NY

Gary F. Grates ’81  
President  
GCI Boxenbaum Grates  
New York, NY

Robert O. Hubbell ’66  
Executive Vice President  
The Rome-Turney Radiator Company  
Rome, NY

Joseph R. Carucci  
President  
Prudential/Joseph R. Carucci Real Estate  
New Hartford, NY

Harold T. Clark, Jr. ’65  
President  
Mac-Clark Restaurants, Inc.  
Utica, NY

Eugene R. Corasanti  
Chairman of the Board and Chief Executive Officer  
CONMED Corporation  
Utica, NY

Vincent J. Coyne ’66  
Owner (Retired)  
Coyne Technical Services  
Whitesboro, NY

John A. Donohue, Sr. ’57  
Agency Manager (Retired)  
The Equitable Life Assurance  
Syracuse, NY

William D. Eggers  
Senior Vice President and General Counsel  
Corning Incorporated  
Corning, NY

Joseph P. Furgal ’50  
Teacher (Retired)  
Whitesboro Central School District  
Whitesboro, NY

Frank Giotto ’71  
Chief Executive Officer  
Fiber Instrument Sales, Inc.  
Oriskany, NY

Gary F. Grates ’81  
President  
GCI Boxenbaum Grates  
New York, NY

Robert O. Hubbell ’66  
Executive Vice President  
The Rome-Turney Radiator Company  
Rome, NY

* Indicates ex-officio member
John R. Carucci  
President  
Prudential/Joseph R. Carucci Real Estate  
New Hartford, NY

Harold T. Clark, Jr. ’65  
President  
Mac-Clark Restaurants, Inc.  
Utica, NY

Eugene R. Corasanti  
Chairman of the Board and Chief  
Executive Officer  
CONMED Corporation  
Utica, NY

Vincent J. Coyne ’66  
Owner (Retired)  
Coyne Technical Services  
Whitesboro, NY

John A. Donohue, Sr. ’57  
Agency Manager (Retired)  
The Equitable Life Assurance  
Syracuse, NY

William D. Eggers  
Senior Vice President and General  
Counsel  
Corning Incorporated  
Corning, NY

Joseph P. Furgal ’50  
Teacher (Retired)  
Whitesboro Central School District  
Whitesboro, NY

Frank Giotto ’71  
Chief Executive Officer  
Fiber Instrument Sales, Inc.  
Oriskany, NY

Gary F. Grates ’81  
President  
GCI Boxenbaum Grates  
New York, NY

Robert O. Hubbell ’66  
Executive Vice President  
The Rome-Turney Radiator Company  
Rome, NY

* Todd S. Hutton, Ph.D.  
President  
Utica College  
Utica, NY

The Honorable Robert F. Julian ’71  
New York State Supreme Court Judge  
Oneida County Courthouse  
Utica, NY

Christopher J. Kelly ’61  
Vice President  
Jay-K Independent Lumber Co.  
New Hartford, NY

Joel S. Lisker  
Senior Vice President  
Security and Risk Management  
MasterCard International  
Purchase, NY

Daniel Lowengard  
Superintendent of Schools  
Utica City School District  
Utica, NY

Sally L. Majka ’61  
Teacher (Retired)  
Rome, NY

John L. Martin ’59, Esq., D.L.  
Partner/Investigator  
The OSO Group, Ltd.  
Washington, DC

Theodore E. Martin ’61, D.C.S.  
President and Chief Executive Officer  
(Retired)  
Barnes Group, Inc.  
Naples, FL

Ronald E. Mason ’74  
Senior Vice President  
Human Resources and Services  
Empire  
New York, NY

Albert S. Mazloom ’58  
President  
Trenton Technology, Inc.  
Utica, NY

John J. Meehan ’61  
Insurance Agent  
Meehan State Farm Agency  
Utica, NY

Edward Mele  
Chairman  
Mele Manufacturing Company  
Utica, NY

Doris W. Miga  
Professor Emerita of Sociology  
Utica College  
Utica, NY

Thomas J. Nelson ’69/’90  
Owner  
Nelson-Ford Financial Group  
New Hartford, NY

Cathy M. Newell  
President and Chief Executive Officer  
Mohawk Ltd.  
Chadwicks, NY

Mary A. Packer ’74  
President  
PK Advisors  
Boca Raton, FL

William E. Parry ’73  
President (Retired)  
Signal Perfection, Ltd.  
Edgewater, MD

John G. Pinto ’63  
Partner  
The Seneca Group  
Washington, DC

Katherine Pyne  
Community Leader  
Utica, NY

Eugene F. Quadraro, Jr. ’71  
Director of Operations  
Metropolitan Life  
Oriskany, NY

* Kenneth A. Shaw, Ph.D.  
Chancellor  
Syracuse University  
Syracuse, NY

* Indicates ex-officio member
Emeritus Members
John F. Millett ’52, D.D.S.
(Deceased)
James Raymonda ’55
(Deceased)

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
  Lynn University
  Boca Raton, FL

- Joseph J. Bialek
  Professor Emeritus
  Utica College
  Owner
  J. Bialek Associates
  Clay, NY

- Roswell W. Buckingham ’50
  Assistant Principal (Retired)
  New Hartford Central School District
  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
  Barneveld, NY

- Edward W. Duffy ’50, D.H.L.
  Chairman of the Board (Retired)
  Marine Midland Banks, Inc.
  Sarasota, FL and Coopertown, NY

- Charles A. Gaetano
  President
  Charles Gaetano Construction
  Corporation
  Utica, NY

- Charles R. Getty
  Vice President (Retired)
  Revere Copper and Brass, Inc.
  Rome, NY

- Mary K. Griffith
  Community Leader
  Rome, NY

- Victor J. Grimaldi ’55
  Market Research Specialist (Retired)
  General Electric Company
  Utica, NY

- M. Gilbert Hubbard, Esq. (Deceased)
  Attorney (Retired)
  Clinton, NY

- William E. Jakes
  Director of Operations (Retired)
  Bell Atlantic Corp.
  Lakeland, FL

- John L. Knowler
  President (Retired)
  Doyle Knowler Co.
  Barneveld, NY

- Richard B. Lewis ’65
  President and Chief Executive Officer
  (Retired)
  Universal Transcontinental Corp.
  Connecticut and Florida

- Frank P. Mammone ’50
  Adjunct Professor
  Mohawk Valley Community College
  Utica, NY

- Donald C. McLoughlin ’32
  Chairman of the Board (Retired)
  Canterbury Press
  Eagle Bay, NY and Naples, FL

- Paul F. McMahon Co.
  Management Consultant
  Newberg, OR

- Murray L. Nusbaum, M.D.
  Professor
  Department of Obstetrics and Gynecology
  SUNY Health and Science Center
  Syracuse, NY

- F. Eugene Romano, D.L.
  Chairman of the Board
  Pacemaker Millar Group
  Utica, NY

- William L. Schrauth
  Chairman of the Board (Retired)
  The Savings Bank of Utica
  Utica, NY

- Joseph C. Talarico ’63
  President (Retired)
  UFCW District Union Local One
  Utica, NY

- Dwight E. Vicks, Jr.
  President
  Vicks Lithograph and Printing Corporation
  Yorkville, NY

- George B. Waters
  President-Editor
  The Rome Sentinel Company
  Rome, NY

- Henry G. Williams ’51
  Commissioner (Retired)
  NYS Public Service Commission
  Albany, NY

- Michael K. Simpson, Ph.D.
  Past President
  Utica College
  White Plains, NY
Emeritus Members
John F. Millett ’52, D.D.S.
(Deceased)
James Raymond ’55
(Deceased)

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
Lynn University
Boca Raton, FL

Joseph J. Bialek
Professor Emeritus
Utica College
Owner
J. Bialek Associates
Clay, NY

Roswell W. Buckingham ’50
Assistant Principal (Retired)
New Hartford Central School District
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, Khazadjan & McGrath
Barneveld, NY

Edward W. Duffy ’50, D.H.L.
Chairman of the Board (Retired)
Marine Midland Banks, Inc.
Sarasota, FL and Coopertown, NY

Charles A. Gaetano
President
Charles Gaetano Construction Corporation
Utica, NY

Charles R. Getty
Vice President (Retired)
Revere Copper and Brass, Inc.
Rome, NY

Mary K. Griffith
Community Leader
Rome, NY

Victor J. Grimaldi ’55
Market Research Specialist (Retired)
General Electric Company
Utica, NY

M. Gilbert Hubbard, Esq. (Deceased)
Attorney (Retired)
Clinton, NY

William E. Jakes
Director of Operations (Retired)
Bell Atlantic Corp.
Lakeland, FL

John L. Knower
President (Retired)
Doyle Knower Co.
Barneveld, NY

Richard B. Lewis ’65
President and Chief Executive Officer
(Retired)
Universal Transcontinental Corp.
Connecticut and Florida

Frank P. Mammone ’50
Adjunct Professor
Mohawk Valley Community College
Utica, NY

Donald C. McLoughlin ’52
Chairman of the Board (Retired)
Canterbury Press
Eagle Bay, NY and Naples, FL

Paul F. McMahon ’68
Management Consultant
Paul F. McMahon Co.
Newberg, OR

F. Eugene Romano, D.L.
Chairman of the Board
Pacemaker Millar Group
Utica, NY

William L. Schrauth
Chairman of the Board (Retired)
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.
Past President
Utica College
White Plains, NY

Joseph C. Talarico ’63
President (Retired)
UFCW District Union Local One
Utica, NY

Dwight E. Vicks, Jr.
President
Vicks Lithograph and Printing Corporation
Yorkville, NY

George B. Waters
President-Editor
The Rome Sentinel Company
Rome, NY

Henry G. Williams ’51
Commissioner (Retired)
NYS Public Service Commission
Albany, NY
ALUMNI ASSOCIATION
NATIONAL ALUMNI COUNCIL 2002–2003

Officers
President . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ann Marie Teitelbaum '92
Vice President . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Elizabeth Snyder '97
Secretary . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Jennifer Schmidt '91

Council Members
Dominique S. Archie ’99
Kathryn F. Barefoot ’80
Malaika D. Danovitz ’96
Thomas M. DeAngelo ’99
Dean M. DeVito ’83
Richard Evans ’65
Thania F. Fernandez ’73
Keith E. Johnson ’94
Daniel B. Jones ’97
Jack P. Jones ’62
Michael B. Levine ’61
Frank P. Mammone ’50
Heather Mowat ’86
Susan L. Murad ’91
Philip G. Nellenbach ’99
Ralph L. Rimando, Jr. ’91
Jennifer A. Schmidt ’91
Roger A. Shapiro ’83
Elizabeth B. Snyder ’97
John H. Snyder ’95
Kirk J. Starczewski ’78
Ann Marie Teitelbaum ’92
Lisa B. Woodard ’93
Dr. Susan A. Zullo ’88

Alumni Trustees on the Board of Trustees
Kenneth D. Bell ’75
Natalie L. Brown ’80
Mary A. Packer ’74

Emeriti Members
James R. Bacher ’53
Carolyn J. Berwald ’64
Margaret W. Betler ’57
Bruce A. Brodsky ’73
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
James A. Riccardi ’60
James R. Salamy ’73
Thomas W. Scirto ’81
Jane R. Tofalo ’54
Philip G. Vanno, Jr. ’73
Henry G. Williams ’51
Michael L. Yeoman ’83

Office of Alumni and Parent Relations
Utica College
1600 Burrstone Road, Utica, New York 13502-4892
Phone: (315) 792-3025 or 1-800-456-UCSU
Fax: (315) 792-3245
e-mail: alumni@utica.edu
www.utica.edu
ALUMNI ASSOCIATION
NATIONAL ALUMNI COUNCIL 2002–2003

Officers

President .................................................. Ann Marie Teitelbaum ’92
Vice President .................................................. Elizabeth Snyder ’97
Secretary ........................................................ Jennifer Schmidt ’91

Council Members

Dominique S. Archie ’99 ................................. Heather Mowat ’86
Kathryn F. Barefoot ’80 ..................................... Susan L. Murad ’91
Malaika D. Danovitz ’96 .................................... Philip G. Nellenbach ’99
Thomas M. DeAngelo ’99 ................................ Ralph L. Rimando, Jr. ’91
Dean M. DeVito ’83 ........................................ Jennifer A. Schmidt ’91
Richard Evans ’65 ............................................ Roger A. Shapiro ’83
Thania F. Fernandez ’73 .................................. Elizabeth B. Snyder ’97
Keith E. Johnson ’94 ........................................ John H. Snyder ’95
Daniel B. Jones ’97 ........................................ Kirk J. Starczewski ’78
Jack P. Jones ’62 ............................................. Ann Marie Teitelbaum ’92
Michael B. Levine ’61 ..................................... Lisa B. Woodard ’93
Frank P. Mammon ’50 .................................... Dr. Susan A. Zullo ’88

Alumni Trustees on the Board of Trustees

Kenneth D. Bell ’75  Natalie L. Brown ’80  Mary A. Packer ’74

Emeriti Members

James R. Bacher ’53  Dr. Toffe M. Hadity ’52
Carolyn J. Berwald ’64  Thomas J. Nelson ’69
Margaret W. Betler ’57  Sharon A. Oberriter ’64
Bruce A. Brodsky ’73  James A. Riccardi ’60
Joseph Camerata ’49  James R. Salamy ’73
Harold T. Clark, Jr. ’65  Thomas W. Scirto ’81
Vincent J. Coyle ’66  Jane R. Tofalo ’54
Donald A. DeRosa ’54  Philip G. Vanno, Jr. ’73
Victor J. Fariello ’76  Henry G. Williams ’51
Victor J. Grimaldi ’55  Michael L. Yeoman ’83
Dr. Louis M. Haddad ’51

Office of Alumni and Parent Relations
Utica College
1600 Burrstone Road, Utica, New York 13502-4892
Phone: (315) 792-3025 or 1-800-456-UCSU
Fax: (315) 792-3245
e-mail: alumni@utica.edu
www.utica.edu
FACULTY

FULL-TIME FACULTY

Lawrence R. Aaronson
B.S. Florida State University
Ph.D. Rutgers University
Professor of Biology, 1987*
Crisafulli Distinguished Teaching Award, 1996
Clark Award, 1997

Claudette Abounader, R.N.
A.A.S. Mohawk Valley Community College
B.S., M.S. Syracuse University
Assistant Professor of Nursing, 2002

Marilyn H. Baissa
B.A. Lycoming College
M.A., Ph.D. George Washington University
Associate Professor of Government & Politics/Black Studies, 1978

Lisa M. Bauer
B.A., M.A. State University of New York at Albany
Assistant Professor of Psychology, 2001

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

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

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
Crisafulli Distinguished Teaching Award, 2000

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

Bryant W. Buchanan
B.S. University of Southern Mississippi
M.S., Ph.D. University of Louisiana-Lafayette
Assistant Professor of Biology, 2001

Luzmilma Camacho-Platero
M.A. University at Malaga, Spain
Ph.D. State University of New York at Albany
Assistant Professor of Spanish, 2001

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

Sherri Goldstein Cash
B.S. SUNY Buffalo
M.S. University of Arizona
Ph.D. University of Arizona
Assistant Professor of History, 2002

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

Kyung-Seok Choo
B.A. Korea Maritime University
M.S. Northeastern University
Assistant Professor of Criminal Justice, 2002

Edward J. Conzola
B.A. Colgate University
M.A. Ohio State University
Assistant 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

Mary E. Crawford-Mohat
B.A. Utica College
M.S. State University of New York at Oswego
Assistant Professor of Mathematics, 2001

Thomas A. D. Crist
B.A. Rutgers University
M.A. University of South Carolina
M.A., Ph.D. Temple University
Assistant Professor of Physical Therapy, 2001

George Curtis
B.A. Syracuse University
J.D. Brooklyn Law School
Associate Professor of Criminal Justice, 1999

Linda S. Duke
B.A. Whitman College, WA
M.S. Washington State University,
Ph.D. University of Maine
Assistant Professor of Physics, 2002

* Year of appointment to Utica College
FACULTY

FULL-TIME FACULTY

**Lawrence R. Aaronson**
B.S. Florida State University
Ph.D. Rutgers University
Professor of Biology, 1987*
Crisafulli Distinguished Teaching Award, 1996
Clark Award, 1997

**Claudette Abounader, R.N.**
A.A.S. Mohawk Valley Community College
B.S., M.S. Syracuse University
Associate Professor of Nursing, 2002

**Marilyn H. Baissa**
B.A. Lycoming College
M.A., Ph.D. George Washington University
Associate Professor of Government & Politics/Black Studies, 1978
On Leave

**Lisa M. Bauer**
B.A., M.A. State University of New York at Albany
Assistant Professor of Psychology, 2001

**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

**Bryant W. Buchanan**
B.S. University of Southern Mississippi
M.S., Ph.D. University of Louisiana-Lafayette
Assistant Professor of Biology, 2001

**Luzmila Camacho-Platero**
M.A. University at Malaga, Spain
Ph.D. State University of New York at Albany
Assistant Professor of Spanish, 2001

**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

**Sherri Goldstein Cash**
B.S. SUNY Buffalo
M.S. University of Arizona
Ph.D. University of Arizona
Assistant Professor of History, 2002

**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

**Kyung-Seok Choo**
B.A. Korea Maritime University
M.S. Northeastern University
Assistant Professor of Criminal Justice, 2002

**Edward J. Conzola**
B.A. Colgate University
M.A. Ohio State University
Assistant 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

**Mary E. Crawford-Mohat**
B.A. Utica College
M.S. State University of New York at Oswego
Assistant Professor of Mathematics, 2001

**Thomas A. Crist**
B.A. Rutgers University
M.A. University of South Carolina
M.A., Ph.D. Temple University
Assistant Professor of Physical Therapy, 2001

**George Curtis**
B.A. Syracuse University
J.D. Brooklyn Law School
Associate Professor of Criminal Justice, 1999

**Linda S. Dake**
B.A. Whitman College, WA
M.S. Washington State University,
Ph.D. University of Maine
Assistant Professor of Physics, 2002

---

*Year of appointment to Utica College
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

Robert F. Darcy  
B.A. Yale University  
M.A. University of Wisconsin-Madison  
Assistant Professor of English, 2002

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

Oliver F. de la Paz  
B.S., B.A. Loyola Marymount University  
M.F.A. Arizona State University  
Assistant Professor of English, 2001

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  
Crisafulli Distinguished Teaching Award, 2002

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

Emad Ahmed El-Sebahy  
B.A., M.A. Mansoura University (Egypt)  
Ph.D. (in progress) Cornell University  
Assistant Professor of Mathematics, 2002

J. Richard Emmert  
A.B. Hope College  
Ph.D. Brown University  
Associate Professor of Government and Politics, 1970

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  
Professor of Public Relations/Journalism, 1987  
Clark Award, 2002

Mary Jean Gelsomino, 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, M.S., P.N.P.  
B.S.N. University of Rochester  
M.S. Syracuse University  
Assistant Professor of Nursing, 1985

David Lawrence Green  
B.S. Cornell University  
M.B.A. Syracuse University  
Assistant Professor of Management

David M. Habbel  
B.S. State University of New York at Brockport  
M.A., Ph.D. State University of New York at Buffalo  
Associate Professor of Communication Arts, 1987

Robert Halliday  
B.A. Stirling University  
D.Phil. Oxford University  
Professor of Philosophy, 1991

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

Hartwell C. Herring III  
B.B.A., M.S. University of Mississippi  
Ph.D. University of Alabama  
Professor of Accounting, 2000

William M. Hickman  
B.A. Williams College  
M.B.A. Syracuse University  
Associate Professor of Marketing/Management, 1985

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

Mary Anne Hutchinson  
B.A., M.A. University of Illinois at Chicago  
Professor of English, 1987

Kirstin F. Impicciatore  
B.S.E. State University of New York at Cortland  
Instructor of Therapeutic Recreation, 2001

Mary Ann Janda  
B.A., M.A. University of Illinois at Chicago  
Professor of English, 1987

Alicja Jarzab  
B.A., M.A. Cracow Pedagogical University  
Ph.D. Syracuse University  
Assistant Professor of Education, 1999

John H. Johnsen  
B.A., M.A. University of Dayton  
Ph.D. State University of New York at Buffalo  
Associate Professor of Anthropology, 1977
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

Robert F. Darcy  
B.A. Yale University  
M.A. University of Wisconsin-Madison  
Assistant Professor of English, 2002

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

Oliver F. de la Paz  
B.S., B.A. Loyola Marymount University  
M.F.A. Arizona State University  
Assistant Professor of English, 2001

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  
Crisafulli Distinguished Teaching Award, 2002

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

Emad Ahmed El-Sebakhy  
B.A., M.A. Mansoura University (Egypt)  
Ph.D. (in progress) Cornell University  
Assistant Professor of Mathematics, 2002

J. Richard Emmert  
A.B. Hope College  
Ph.D. Brown University  
Associate Professor of Government and Politics, 1970

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  
Professor of Public Relations/ Journalism, 1987  
Clark Award, 2002

Mary Jean Gelsomino, 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, M.S., P.N.P.  
B.S.N. University of Rochester  
M.S. Syracuse University  
Assistant Professor of Nursing, 1985

David Lawrence Green  
B.S. Cornell University  
M.B.A. Syracuse University  
Assistant Professor of Management

David M. Habbel  
B.S. State University of New York at Brockport  
M.A., Ph.D. State University of New York at Buffalo  
Associate Professor of Communication Arts, 1987

Robert Halliday  
B.A. Stirling University  
D.Phil. Oxford University  
Professor of Philosophy, 1991

David M. Haralson  
A.B. Georgetown College  
A.M. Indiana University  
Ph.D. Kent State University  
M.S., M.L.S. Syracuse University  
Professor of English, 1969

Hartwell C. Herring III  
B.B.A., M.S. University of Mississippi  
Ph.D. University of Alabama  
Professor of Accounting, 2000

William M. Hickman  
B.A. Williams College  
M.B.A. Syracuse University  
Associate Professor of Marketing/Management, 1985

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

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
Sharon L. Kanfoush  
B.S. Long Island University at Southampton College  
M.S. State University of New York at Buffalo  
Ph.D. University of Florida  
Assistant Professor of Geology, 2002

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 and Psychology–Child Life, 1998

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

Marijean Levering  
B.A. Loyola University Chicago  
M.A. Michigan State University  
Ph.D. Wayne State University  
Assistant Professor of Theatre, 2000

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  
Clark Award, 2001

Jeanne M. Lorentzen  
B.S. Illinois State University  
M.A. Southern Illinois University–Edwardsville  
Ph.D. Michigan State University  
Assistant Professor of Sociology, 2001

Arlene R. Lundquist  
B.A. University of North Carolina at Greensboro  
M.A.Ed. Wake Forest University  
Ph.D. University of Wisconsin at Madison  
Associate Professor of Psychology, 2000

Shauna Malta, P.T.  
B.S. Russell Sage College  
M.S. Elmira College  
Assistant Professor of Physical Therapy, 2000

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

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  
Assistant Professor 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

R. Bruce McBride  
B.A., M.A. State University of New York at Oswego  
M.A., Ed.D. State University of New York at Albany  
Associate Professor of Criminal Justice, 1987

Jeffrey A. Miller  
B.A., M.A., Ph.D. 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

Melodee Moltman  
B.S. South Dakota State University  
M.S. Wheelock College  
Associate Professor of Psychology–Child Life, 1980

Mary Katharine Maroney, R.N.  
B.S. Columbia University  
M.S. Boston University  
Ph.D. Syracuse University  
Associate Professor of Nursing, 1991

David L. Moore  
B.S., B.A. Eastern Nazarene College  
M.S., Ph.D. Ohio State University  
Professor of Biology, 1976  
Clark Award, 1998

Joan Murphy, R.N.  
B.S. Nazareth College  
M.S. Boston University  
Ed.D. Syracuse University  
Associate Professor of Nursing, 1982

Stephen Neun  
B.S., B.A. Eastern Nazarene College  
M.S., Ph.D. Ohio State University  
Professor of Biology, 1976  
Clark Award, 1998

Susan Oakley  
B.S. Dominican College  
M.S. Elmira College  
Assistant Professor of Occupational Therapy, 1999

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, 1994  
Clark Award, 2000

Lisa M. Orr  
B.A. Syracuse University  
M.A. State University of New York at Binghamton  
Ph.D. University of California, Los Angeles  
Associate Professor of English, 1997

Adam K. Pack  
B.S. Binghamton University  
Ph.D. State University of New York, Health Science Center at Syracuse  
Assistant Professor of Biology, 2001

Peter A. Pawson  
D.E.C. Dawson College  
M.S. Utica 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
Sharon L. Kanfoush  
B.S. Long Island University at Southampton College  
M.S. State University of New York at Buffalo  
Ph.D. University of Florida  
Assistant Professor of Geology, 2002

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 and Psychology–Child Life, 1998

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

Marijean Levering  
B.A. Loyola University Chicago  
M.A. Michigan State University  
Ph.D. Wayne State University  
Assistant Professor of Theatre, 2000

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  
Clark Award, 2001

Jeanne M. Lorentzen  
B.S. Illinois State University  
M.A. Southern Illinois University–Edwardsville  
Ph.D. Michigan State University  
Assistant Professor of Sociology, 2001

Arlene R. Lundquist  
B.A. University of North Carolina at Greenboro  
M.A.Ed. Wake Forest University  
Ph.D. University of Wisconsin at Madison  
Associate Professor of Psychology, 2000

Shauna Malta, P.T.  
B.S. Russell Sage College  
M.S. Elmira College  
Assistant Professor of Physical Therapy, 2000

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

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  
Assistant Professor 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

R. Bruce McBride  
B.A., M.A. State University of New York at Oswego  
M.A., Ed.D. State University of New York at Albany  
Associate Professor of Criminal Justice, 1987

Jeffrey A. Miller  
B.A., M.A., Ph.D. 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

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

Joan Murphy, R.N.  
B.S. Nazareth College  
M.S. Boston University  
Ed.D. Syracuse University  
Associate Professor of Nursing, 1982

Stephen P. Neun  
B.A., M.A., Ph.D. University of Connecticut  
Professor of Economics, 1982  
Crisafulli Distinguished Teaching Award, 1994  
Clark Award, 1999

Susan M. Oakley  
B.S. Dominican College  
M.S. Elmira College  
Assistant Professor of Occupational Therapy, 1999

Theodore S. Orlin  
B.A. Brooklyn College  
J.D. State University of New York at Buffalo  
Professor of Criminal Justice/Government and Politics, 1983  
Crisafulli Distinguished Teaching Award, 1993  
Clark Award, 2000

Lisa M. Orr  
B.A. Syracuse University  
M.A. State University of New York at Binghamton  
Ph.D. University of California, Los Angeles  
Associate Professor of English, 1997

Adam K. Pack  
B.S. Binghamton University  
Ph.D. State University of New York, Health Science Center at Syracuse  
Assistant Professor of Biology, 2001

Peter A. Pawson  
D.E.C. Dawson College  
M.S. Utica 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
Terri L. Provost  
B.S., M.S., Ph.D. Bowling Green State University  
Assistant Professor of Biology, 2001

Curtis R. Pulliam  
B.S. Western Illinois University  
Ph.D. University of Wisconsin-Madison  
Associate Professor of Chemistry, 1987

Timothy J. Quezada  
B.S. Colorado State University  
M.S.P.A. Central Michigan University  
M.A. University of Pittsburgh  
Ed.D. The University of Texas at El Paso  
Assistant Professor of Education, 2002

Donald J. Rebovich  
B.S. The College of New Jersey  
M.A., Ph.D. Rutgers University  
Associate Professor of Criminal Justice, 2001

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

Thomas A. Rossi, Ph.D.  
B.S. Kings College  
M.A., Ph.D. 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

R. Scott Smith  
B.A. University of Rochester  
M.A., Ph.D. Duke University  
Assistant Professor of Psychology, 1991

Steven M. Specht  
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 Sunderland, O.T.R.  
B.A. Ithaca College  
M.A. Tufts University School of Occupational Therapy  
Assistant Professor of Occupational Therapy, 1995

Patricia Swann  
B.A. Truman State University  
M.S. Syracuse University  
Assistant Professor of Public Relations, 2002

John C. Swanson  
B.A. Boston University  
M.A., Ph.D. University of Minnesota  
Associate Professor of History, 1997

Steven Torres  
B.A. Hunter College CUNY  
M.A. Queens College CUNY  
M.Phil. Ph.D. The Graduate Center CUNY  
Assistant Professor of English, 2002

Sally C. Townsend, O.T.R.  
B.S. Virginia Commonwealth University  
M.A. College of St. Rose  
Associate Professor of Occupational Therapy, 1991

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

Sandra B. Welch, R.N.  
B.S. State University of New York at Utica/Rome  
M.S. Syracuse University  
Associate Professor of Nursing, 1986

Carolyne Whitefeather  
B.F.A., M.F.A. The University of Oklahoma  
Assistant Professor of Fine Arts, 2001

Sharon E. Wise  
B.S. University of Florida  
M.S., Ph.D. University of Louisiana  
Assistant Professor of Biology, 2001

David G. Wittner  
B.G.S. University of Connecticut  
M.A., Ph.D. Ohio State University  
Assistant Professor of History, 2000

Barbara Witucki  
B.A. Hunter College, CUNY  
M.A. New York University  
Ph.D. New York University  
Assistant Professor of English, 2002

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

Thomas A. Rossi, Ph.D.  
B.S. Kings College  
M.A., Ph.D. 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

R. Scott Smith  
B.A. University of Rochester  
M.A., Ph.D. Duke University  
Assistant Professor of Psychology, 1991

Steven M. Specht  
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 Sunderland, O.T.R.  
B.A. Ithaca College  
M.A. Tufts University School of Occupational Therapy  
Assistant Professor of Occupational Therapy, 1995

Patricia Swann  
B.A. Truman State University  
M.S. Syracuse University  
Assistant Professor of Public Relations, 2002

John C. Swanson  
B.A. Boston University  
M.A., Ph.D. University of Minnesota  
Associate Professor of History, 1997

Steven Torres  
B.A. Hunter College CUNY  
M.A. Queens College CUNY  
M.Phil. Ph.D. The Graduate Center CUNY  
Assistant Professor of English, 2002

Sally C. Townsend, O.T.R.  
B.S. Virginia Commonwealth University  
M.A. College of St. Rose  
Associate Professor of Occupational Therapy, 1991

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

Sandra B. Welch, R.N.  
B.S. State University of New York at Utica/Rome  
M.S. Syracuse University  
Associate Professor of Nursing, 1986

Carolyne Whitefeather  
B.F.A., M.F.A. The University of Oklahoma  
Assistant Professor of Fine Arts, 2001

Sharon E. Wise  
B.S. University of Florida  
M.S., Ph.D. University of Louisiana  
Assistant Professor of Biology, 2001

David G. Wittner  
B.G.S. University of Connecticut  
M.A., Ph.D. Ohio State University  
Assistant Professor of History, 2000

Barbara Witucki  
B.A. Hunter College, CUNY  
M.A. New York University  
Ph.D. New York University  
Assistant Professor of English, 2002
Sally C. Townsend, O.T.R.
B.S. Virginia Commonwealth University
M.A. College of St. Rose
Associate Professor of Occupational Therapy, 1991

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

Sandra B. Welch, R.N.
B.S. State University of New York at Utica/Rome
M.S. Syracuse University
Associate Professor of Nursing, 1986

Carolynne Whitefeather
B.F.A., M.F.A. The University of Oklahoma
Assistant Professor of Fine Arts, 2001

Sharon E. Wise
B.S. University of Florida
M.S., Ph.D. University of Louisiana
Assistant Professor of Biology, 2001

David G. Wittner
B.G.S. University of Connecticut
M.A., Ph.D. Ohio State University
Assistant Professor of History, 2000

Laurence G. Zoeckler
B.A. Hamilton College
M.A. St. Joseph’s Seminary
M.A. Syracuse University
Ph.D. Indiana University-Bloomington
Assistant Professor of Education, 2001

EMERITI FACULTY

Mariarosa Allodi
B.S. Utica College
M.S. Syracuse University
Associate Professor Emerita of Mathematics
Crisafulli Distinguished Teaching Award, 1988

Robert Anderson
B.A., M.A., D.S.S. Syracuse University
Professor Emeritus of Political Science and Social History

Louis Angelini
B.M. Ithaca College
M.M., Ph.D. Eastman School of Music
Professor Emeritus of Music
Crisafulli Distinguished Teaching Award, 1989

John C. Behrens
B.S. Bowling Green State University
M.A. Pennsylvania State University
Professor Emeritus of Public Relations/Journalism

Joseph J. Bialek
B.S., M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

James J. Carrig
B.A., M.A. Niagara University
Ed.D. Syracuse University
Associate Dean Emeritus

Jerome D. Cartwright
B.A. Western Michigan University
M.A. University of Michigan
Ph.D. University of Wisconsin
Professor Emeritus of English
Lawrence C. Cerny  
B.S., M.S. Case Institute of Technology  
Ph.D. University of Ghent, Belgium  
Professor Emeritus of Chemistry

James L. Chamberlain  
B.S. Cornell University  
M.S. University of Massachusetts  
Ph.D. University of Tennessee  
Professor Emeritus of Biology

Anthony C. Checchi  
B.S. State University of New York at Oswego  
M.S., Ph.D. Purdue University  
Associate Professor Emeritus of Biology

Louis P. Cizza  
A.B. Hamilton College  
B.A. Syracuse University  
M.S. Rensselaer Polytechnic Institute  
Adjunct Professor Emeritus of Physics and Italian

Virgil C. Crisafulli  
B.A., M.A., Ph.D. Ohio State University  
D.H.L. Utica College  
Professor Emeritus of Economics  
Crisafulli Distinguished Teaching Award, 1978

Edward B. Cutler  
B.S. Wayne State University  
M.S. University of Michigan  
Ph.D. University of Rhode Island  
Professor Emeritus of Biology

Annette M. Dimon, C.P.A.  
B.S. State University of New York College of Technology  
M.B.A. Rensselaer Polytechnic Institute  
Associate Professor Emeritus of Accounting

Allyn R. Earl  
B.A. Utica College  
M.A. Syracuse University  
Associate Professor Emeritus of Finance

Ralph A. C. Fimmano, PE, PLS  
B.C.E. Clarkson College  
M.S. Syracuse University  
Adjunct Professor Emeritus of Construction Management

Frank Galime  
B.S., M.S. Ithaca College  
Adjunct Professor Emeritus of Music

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 Emeritus of Biology  
Crisafulli Distinguished Teaching Award, 1979

Victor Grimaldi  
B.S. Utica College  
M.B.A. Syracuse University  
Adjunct Professor Emeritus of Marketing

Edween Ham  
B.S. State University of New York at Geneseo  
M.A., Ph.D. Syracuse University  
Associate Professor Emerita of English

Adolph B. Heller  
B.A. University of Virginia  
M.A., Ph.D. Syracuse University  
Associate Professor Emeritus of Modern Languages

Lyn Hill, O.T.R., F.A.O.T.A.  
B.S. Wayne State University  
M.S. Syracuse University  
Associate Professor Emerita of Occupational Therapy

Randall Huta, C.P.A.  
B.S. Utica College  
M.B.A. Syracuse University  
Associate Professor Emeritus of Accounting

Edward J. Jones, C.P.A.  
B.A. Utica College  
M.B.A. Syracuse University  
Associate Professor Emeritus of Accounting

Richard C. Joseph  
B.S. Ithaca College  
M.S. Syracuse University  
Assistant Professor Emeritus of Therapeutic Recreation

Ronald Lucchino  
B.A. Mansfield State College  
M.S., Ph.D. University of New Mexico  
Professor Emeritus of Biology  
Crisafulli Distinguished Teaching Award, 2001

Scott MacDonald  
B.A. DePauw University  
M.A., Ph.D. University of Florida  
Professor Emeritus of English and Film  
Crisafulli Distinguished Teaching Award, 1981

Judith McIntyre  
B.A. Carleton College  
M.A., Ph.D. University of Minnesota  
Professor Emerita of Biology  
Crisafulli Distinguished Teaching Award, 1992

Jane Metzger  
B.S., M.A. Syracuse University  
Adjunct Professor Emerita of Theatre

Doris Wester Miga  
A.B. State University of New York at Albany  
M.A. Syracuse University  
Professor Emerita of Sociology  
Crisafulli Distinguished Teaching Award, 1980

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

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

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  
Clark Award, 1990

Clara K. Nicholson  
B.A. Syracuse University  
M.A. University of Massachusetts  
Ph.D. Syracuse University  
Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.  
B.A. Manhattanville College  
B.S. Columbia University College of Physicians & Surgeons  
M.S. Syracuse University  
Associate Professor Emerita of Occupational Therapy  
Crisafulli Distinguished Teaching Award, 1995

Wayne N. Palmer  
B.A., M.A. New York State College for Teachers at Albany  
Associate Professor Emeritus of Mathematics
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

Anthony C. Checchi  
B.S. State University of New York at Oswego  
M.S., Ph.D. Purdue University  
Associate Professor Emeritus of Biology

Louis P. Gizza  
A.B. Hamilton College  
B.A. Syracuse University  
M.S. Rensselaer Polytechnic Institute  
Professor Emeritus of Physics and Italian

Virgil C. Crisafulli  
B.A., M.A., Ph.D. Ohio State University  
D.H.L. Utica College  
Professor Emeritus of Economics  
Crisafulli Distinguished Teaching Award, 1978

Edward B. Cutler  
B.S. Wayne State University  
M.S. University of Michigan  
Ph.D. University of Rhode Island  
Professor Emeritus of Chemistry

Annette M. Dimon, C.P.A.  
B.S. State University of New York College of Technology  
M.B.A. Rensselaer Polytechnic Institute  
Professor Emeritus of Accounting

George J. Dmohowski  
M.S. Belgrade University, Yugoslavia  
Professor Emeritus of Mathematics

Allyn R. Earl  
B.A. Utica College  
M.A. Syracuse University  
Associate Professor Emeritus of Finance

Ralph A. C. Fimmano, PE, PLS  
B.C.E. Clarkson College  
M.S. Syracuse University  
Adjunct Professor Emeritus of Construction Management

Frank Galime  
B.S.S., M.S. Ithaca College  
Professor Emeritus of Music

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 Emeritus of Biology  
Crisafulli Distinguished Teaching Award, 1979  
Clark Award, 1991

Victor Grimaldi  
B.S. Utica College  
M.B.A. Syracuse University  
Adjunct Professor Emeritus of Marketing

Edween Ham  
B.S. State University of New York at Geneseo  
M.A., Ph.D. Syracuse University  
Professor Emeritus of English

Adolph B. Heller  
B.A. University of Virginia  
M.A., Ph.D. Syracuse University  
Professor Emeritus of Modern Languages

Lyn Hill, O.T.R., F.A.O.T.A.  
B.S. Wayne State University  
M.S. Syracuse University  
Professor Emerita of Occupational Therapy

Randall Huta, C.P.A.  
B.S. Utica College  
M.B.A. Syracuse University  
Associate Professor Emeritus of Accounting

Edward J. Jones, C.P.A.  
B.A. Utica College  
M.B.A. Syracuse University  
Associate Professor Emeritus of Accounting

Richard C. Joseph  
B.S. Ithaca College  
M.S. Syracuse University  
Assistant Professor Emeritus of Therapeutic Recreation

Ronald Lucchino  
B.A. Mansfield State College  
M.S., Ph.D. University of New Mexico  
Professor Emeritus of Biology  
Crisafulli Distinguished Teaching Award, 2001

Scott MacDonald  
B.A. DePauw University  
M.A., Ph.D. University of Florida  
Crisafulli Distinguished Teaching Award, 1981  
Clark Award, 1993

Judith McIntyre  
B.A. Carleton College  
M.A., Ph.D. University of Minnesota  
Professor Emeritus of Biology  
Clark Award, 1992  
Crisafulli Distinguished Teaching Award, 1998

Jane Metzger  
B.S., M.A. Syracuse University  
Professor Emerita of Theatre

Doris Wester Miga  
A.B. State University of New York at Albany  
M.A. Syracuse University  
Professor Emeritus of Sociology  
Crisafulli Distinguished Teaching Award, 1980

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

Clement J. Moses  
B.A. Hamilton College  
M.S. Cornell University  
Ph.D. State University of New York at Binghamton  
Professor Emeritus of Physics

Frank K. Mosher  
B.S., M.S., Ed.D. Syracuse University  
Professor Emeritus of Education

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  
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  
Clark Award, 1990

Clara K. Nicholson  
B.A. Syracuse University  
M.A. University of Massachusetts  
Ph.D. Syracuse University  
Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.  
B.A. Manhattanville College  
B.S. Columbia University College of Physicians & Surgeons  
M.S. Syracuse University  
Associate Professor Emerita of Occupational Therapy  
Crisafulli Distinguished Teaching Award, 1995

Wayne N. Palmer  
B.A., M.A. New York State College for Teachers at Albany  
Professor Emeritus of Mathematics

Ralph A. C. Fimmano, PE, PLS  
B.C.E. Clarkson College  
M.S. Syracuse University  
Adjunct Professor Emeritus of Construction Management
Harold W. Pier  
B.S. Pennsylvania State University  
M.S., Ph.D. University of Delaware  
Professor Emeritus of Chemistry  
Crisafulli Distinguished Teaching Award, 1987

Gloria W. Barton  
B.S. Syracuse University  
M.Ed. Boston University  
Adjunct Instructor of Biology

Margaret Beck  
B.A. State University of New York at Fredonia  
M.S. State University of New York at Cortland  
Adjunct Professor of Education

Lisa Boyce, O.T.R.  
B.S. Utica College  
Adjunct Instructor of Occupational Therapy

Peter H. Boyce  
B.S., M.S. Rensselaer Polytechnic Institute  
Adjunct Professor of Economics

Danielle Pendorf Brain  
B.A. Utica College  
Adjunct Instructor of Occupational Therapy

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

Michael Campanaro  
B.P.S. State University of New York at Brockport  
Adjunct Instructor of Therapeutic Recreation

Nicholas Cardinale  
A.A.S. Mohawk Valley Community College  
B.S. Utica College  
Adjunct Instructor of Mathematics

Molly H. Crist  
B.A. State University of New York at Buffalo  
M.P.T. Temple University  
Assistant Professor of Physical Therapy, 2001

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

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 Professor, Legal Assistant Program
Harold W. Pier
B.S. Pennsylvania State University
M.S., Ph.D. University of Delaware
Professor Emeritus of Chemistry
Crisafulli Distinguished Teaching Award, 1987

Roger R. Rockefeller
M.E., M.S., Ph.D. Stevens Institute of Technology
Professor Emeritus of Physics

Richard B. Rosen
B.S. Loyola University
M.A. Georgetown University
Ph.D. University of California at Berkeley
Professor Emeritus of History

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
D.H.L. Utica College
Professor Emeritus of Public Relations
Crisafulli Distinguished Teaching Award, 1975 and 1984

Kalixt S. Synakowski
B.A. Hamilton College
M.A. Harvard University
Associate Professor Emeritus of Philosophy
Crisafulli Distinguished Teaching Award, 1976

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

PART-TIME FACULTY

Heather G. Abrams
B.A. Boston University
Adjunct Professor of Fine Arts

Charles Antzelevitch
B.A. Queens College
Ph.D. State University of New York, Upstate Medical Center
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

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

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

Corinne G. Youda
B.S. Hartwick College
M.A. Smith College
Assistant Professor Emerita of Chemistry

Donald K. Zellner
A.B. Hamilton College
Ph.D. Syracuse University
Associate Professor Emeritus of Psychology

Gloria W. Barton
B.S. Syracuse University
M.Ed. Boston University
Adjunct Instructor of Biology

Margaret Beck
B.A. State University of New York at Fredonia
M.S. State University of New York at Cortland
Adjunct Professor of Education

Lisa Boyce, O.T.R.
B.S. Utica College
Adjunct Instructor of Occupational Therapy

Peter H. Boyce
B.S., M.S. Rensselaer Polytechnic Institute
Adjunct Professor 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

Givita 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

Michael Campanaro
B.S. State University of New York at Brockport
Adjunct Instructor of Therapeutic Recreation

Nicholas Cardinale
A.A.S. Mohawk Valley Community College
B.S. Utica College
Adjunct Instructor of Mathematics

Molly H. Crist
B.A. State University of New York at Buffalo
MPT Temple University
Assistant Professor of Physical Therapy, 2001

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

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 Professor, Legal Assistant Program
Mary Drucker
B.A. Salem State College
M.A. University of Massachusetts/Boston
Adjunct Professor of Education
Director, Integrated Learning Program

Carl Dziekan, C.P.A.
B.S. Alfred University
J.D. Union University Albany Law School
Adjunct Professor of Accounting

Richard D. Enders
A.B. Catholic University of America
J.D. Cornell Law School
Adjunct Professor of Government and Politics

Frank Fazekas
B.S. Rensselaer Polytechnic Institute
M.S. Air Force Institute of Technology
Adjunct Professor of Mathematics and Physics

Alan Frederick
B.M. Crane School of Music
M.M. Florida State University
Adjunct Instructor 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

Gary R. Gordon
B.A. Clark University
M.S. University of New Haven
Ed.D. Boston University
Adjunct Professor of Criminal Justice

Carolyn Gaylord
B.A., M.S. State University of New York at Cortland
Adjunct Professor of Education

Anna Giacobbe
B.S. State University of New York at Oswego
M.S. Elmira College
Ed.D. Syracuse University, Oxford Brook University
Adjunct Professor of Education

David Guistina
B.S. Utica College
M.A. State University of New York at Albany
Adjunct Instructor of Communication Arts

Hedy Hyde Hage
B.A., B.P.S. State University of New York/College of Technology
M.S.W. Syracuse University
Adjunct Professor of Criminal Justice

Lorraine Herthum
B.A. State University of New York at Oneonta
Adjunct Professor of Education

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

Anna S. McMullen
B.A. Utica College
M.A. College of St. Rose
Adjunct Professor of English

Helen M. Milograno
B.A. State University of New York Institute of Technology at Utica/Rome
M.S. State University of New York at Cortland
Adjunct Professor of Education

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

Diana L. O’Meara
B.A. State University of New York at Potsdam
M.S. State University of New York at Cortland
Adjunct Professor of Education

Jacquelin Osterman
B.A., M.A. SUNY Albany
Adjunct Instructor of Theatre

Dominic Passalacqua
B.A. Utica College
M.A. Boston University
Adjunct Professor of Government and Politics

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 Instructor 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

Shirley Samuels
B.A. Utica College
M.A. Syracuse University
Adjunct Professor of English

Patricia Scalise
A.A.S. Mohawk Valley Community College
B.S. Utica College
MSW University at Albany
Adjunct Instructor of Psychology

Jan Marie Simpson, 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

Samuel C. Smith
B.A. University of Nebraska at Omaha
M.A. Central Michigan University
Adjunct Professor of Human Resources Management

Anthony Sorbello
A.A.S. Morrisville College
B.S. University of Georgia
M.S., C.A.S., Ph.D. Syracuse University
Adjunct Instructor of Geology

Mellony Spinelli
B.S. State University of New York/Empire
M.S. State University of New York at Cortland
Adjunct Professor of Education
Mary Drucker  
B.A. Salem State College  
M.A. University of Massachusetts/Boston  
Adjunct Professor of Education  
Director, Integrated Learning Program

Carl Dziekan, C.P.A.  
B.S. Alfred University  
J.D. Union University Albany Law School  
Adjunct Professor of Accounting

Richard D. Enders  
A.B. Catholic University of America  
J.D. Cornell Law School  
Adjunct Professor of Government and Politics

Frank Fazekas  
B.S. Rensselaer Polytechnic Institute  
M.S. Air Force Institute of Technology  
Adjunct Professor of Mathematics and Physics

Alan Frederick  
B.M. Crane School of Music  
M.M. Florida State University  
Adjunct Instructor 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

Gary R. Gordon  
B.A. Clark University  
M.S. University of New Haven  
Ed.D. Boston University  
Adjunct Professor of Criminal Justice

Carolyn Gaylord  
B.A., M.S. State University of New York at Cortland  
Adjunct Professor of Education

Anna Giacobbe  
B.S. State University of New York at Oswego  
M.S. Elmira College  
Ed.D. Syracuse University, Oxford Brook University  
Adjunct Professor of Education

David Guistina  
B.S. Utica College  
M.A. State University of New York at Albany  
Adjunct Instructor of Communication Arts

Hedy Hyde Hage  
B.A., B.P.S. State University of New York/College of Technology  
M.S.W. Syracuse University  
Adjunct Professor of Criminal Justice

Lorraine Herthum  
B.A. State University of New York at Oneonta  
Adjunct Professor of Education

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

Anna S. McMullen  
B.A. Utica College  
M.A. College of St. Rose  
Adjunct Professor of English

Helen M. Milograno  
B.A. State University of New York Institute of Technology at Utica/Rome  
M.S. State University of New York at Cortland  
Adjunct Professor of Education

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

Diana L. O'Meara  
B.A. State University of New York at Potsdam  
M.S. State University of New York at Cortland  
Adjunct Professor of Education

Jacquelin Osterman  
B.A., M.A. SUNY Albany  
Adjunct Instructor of Theatre

Dominic Passalacqua  
B.A. Utica College  
M.A. Boston University  
Adjunct Professor of Government and Politics

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

Shirley Samuels  
B.A. Utica College  
M.A. Syracuse University  
Adjunct Professor of English

Patricia Scalise  
A.A.S. Mohawk Valley Community College  
B.S. Utica College  
MSW University at Albany  
Adjunct Instructor of Psychology

Jan Marie Simpson, 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

Samuel C. Smith  
B.A. University of Nebraska at Omaha  
M.A. Central Michigan University  
Adjunct Professor of Human Resources Management

Anthony Sorbello  
A.A.S. Morrisville College  
B.S. University of Georgia  
M.S., C.A.S., Ph.D. Syracuse University  
Adjunct Instructor of Geology

Mellony Spinelli  
B.S. State University of New York/Empire  
M.S. State University of New York at Cortland  
Adjunct Professor of Education
Richard M. Stulmaker  
B.A., M.A. State University of New York at Albany  
Adjunct Professor of Sociology

Patrick Peter Tamburro  
B.S., M.S. State University of New York at Cortland  
Ph.D. Syracuse University  
Adjunct Professor of Education

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

Michael J. Viana  
A.A.S. Mohawk Valley Community College  
B.S. Utica College  
M.S. Syracuse University  
Adjunct Instructor of Psychology

R. Barry White, C.P.A.  
B.S., M.S. State University of New York at Binghampton  
Adjunct Professor of Accounting

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

Robert Zaykoski  
B.S. Utica College  
Ph.D. The Ohio State University  
Adjunct Instructor of Chemistry and Physics

Norman Zierler  
B.A. State University of New York at Cortland  
M.S. Hofstra University  
Adjunct Professor of Education

AFFILIATE FACILITIES AND ASSOCIATE CLINICAL FACULTY

The Nursing Program has a number of clinical sites available for the senior transitional experience. The following is a partial list; a complete list of affiliating clinical sites is available in the Division of Health and Human Studies office.

All Children's Hospital  
St. Petersburg, FL 33731

The House of the Good Shepherd  
Utica, NY 13502

Bassett Healthcare  
Cooperstown, NY 13326

Madison County Health Department  
Wampsville, NY 13163

Bon Secours Hampton Roads Health System  
Norfolk, VA 13505

McPike Alcoholism Treatment Center  
Utica, NY 13502

Department of Army, Walter Reed  
Baltimore, MD 20307

Mohawk Valley Psychiatric Center  
Utica, NY 13502

Faxton–St. Luke's Healthcare  
Utica, NY 13502

Noble Hospital  
Westfield, MA 01086

Gentiva Health Services  
Melville, NY 11747

Oneida County Health Department  
Utica, NY 13501

Hospice Care, Inc.  
New Hartford, NY 13413

Presbyterian Home for Central New York, Inc.  
New Hartford, NY 13413
### AFFILIATE FACILITIES AND ASSOCIATE CLINICAL FACULTY

**Nursing**
The Nursing Program has a number of clinical sites available for the senior transitional experience. The following is a partial list; a complete list of affiliating clinical sites is available in the Division of Health and Human Studies office.

- **All Children's Hospital**
  St. Petersburg, FL 33731

- **The House of the Good Shepherd**
  Utica, NY 13502

- **Bassett Healthcare**
  Cooperstown, NY 13326

- **Madison County Health Department**
  Wampsville, NY 13163

- **Bon Secours Hampton Roads Health System**
  Norfolk, VA 13505

- **McPike Alcoholism Treatment Center**
  Utica, NY 13502

- **Department of Army, Walter Reed**
  Baltimore, MD 20307

- **Mohawk Valley Psychiatric Center**
  Utica, NY 13502

- **Noble Hospital**
  Westfield, MA 01086

- **Faxton–St. Luke's Healthcare**
  Utica, NY 13502

- **Oneida County Health Department**
  Utica, NY 13501

- **Gentiva Health Services**
  Melville, NY 11747

- **Presbyterian Home for Central New York, Inc.**
  New Hartford, NY 13413

- **Hospice Care, Inc.**
  New Hartford, NY 13413
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

All Children's Hospital
St. Petersburg, FL 33731

Atlanta Medical Center
Atlanta, GA 30312

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 Healthcare of Atlanta of Scottish Rite
Atlanta, GA 30342

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-St. Luke's Healthcare/Faxton Site
Utica, NY 13502

State University of New York Health Science Center
Syracuse, NY 13210

Sturdy Memorial Hospital
Attleboro, MA 02703

United Cerebral Palsy & Handicapped Persons Association of the Utica Area, Inc.
Utica, NY 13502

Visiting Nurse Association of Utica
Utica, NY 13501

New Hartford, NY 13413

Good Shepherd Rehabilitation Hospital
Allentown, PA 18103-3296

Healthsouth Rehabilitation Center
Florence, SC 29506

Helen Hayes Hospital
West Haverstraw, NY 10993

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

Madison-Oneida BOCES
Verona, NY 13478

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

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. Peter's Hospital
Albany, NY 12208

Sheltering Arms Hospital
Richmond, VA 23227

Sheppard & Enoch Pratt Hospital
Baltimore, MD 21285-6815

Shriners Hospitals for Children
Cincinnati, OH 45229

Spaulding Rehabilitation Hospital
Boston, MA 02114

Springfield Hospital Center
Sykesville, MD 21784

State University of New York Upstate Medical Center
Syracuse, NY 13210

Sunnyview Hospital
Schenectady, NY 12308
Affiliate Facilities and Associate Clinical Faculty

Rome Developmental Disabilities
Service Office
Rome, NY 13440

Rome Hospital and Murphy Memorial Hospital
Rome, NY 13440

St. Elizabeth Hospital
Utica, NY 13501

Saratoga Hospital and Nursing Home
Saratoga, NY 12866

Southside Hospital
Bayshore, NY 11706

State University of New York Health Science Center
Syracuse, NY 13210

Sturdy Memorial Hospital
Attleboro, MA 02703

United Cerebral Palsy & Handicapped Persons Association of the Utica Area, Inc.
Utica, NY 13502

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

All Children's Hospital
St. Petersburg, FL 33731

Atlanta Medical Center
Atlanta, GA 30312

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

New Hartford, NY 13413

Good Shepherd Rehabilitation Hospital
Allentown, PA 18103-3296

Healthsouth Rehabilitation Center
Florence, SC 29506

Helen Hayes Hospital
West Haverstraw, NY 10993

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

Madison-Oneida BOCES
Verona, NY 13478

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

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. Peter's Hospital
Albany, NY 12208

Sheltering Arms Hospital
Richmond, VA 23227

Sheppard & Enoch Pratt Hospital
Baltimore, MD 21285-6815

Shriners Hospitals for Children
Cincinnati, OH 45229

Spaulding Rehabilitation Hospital
Boston, MA 02114

Springfield Hospital Center
Sykesville, MD 21784

State University of New York Upstate Medical Center
Syracuse, NY 13210

Sunnyview Hospital
Schenectady, NY 12308
Syracuse City School District - Special Ed.
Syracuse, NY 13207

Temple University Hospital
Philadelphia, PA 19140

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

Syracuse City School District - Special Ed.
Syracuse, NY 13207

Temple University Hospital
Philadelphia, PA 19140

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

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

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
LeAnn Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

Lubine Rehabilitation
Bronx, NY 10461
Annika Prisco, PT

The Mandel Therapy Group
King Ferry, NY 13081
Dana Mandell, PT

Masonic Home
Utica, NY 13501
Colleen Reynolds, PT, CCCE

Northwoods of Cortland, Inc.
Cortland, NY 13045
Anthony Zgardzinski, PT, CCCE

Olean General Hospital
Olean, NY 14760
Kathy White, PT, CCCE

Physical Therapy Plus
Syracuse, NY 13210
Kevin Nellis, PT

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. Mary's Hospital
Amsterdam, NY 12010
Karen McGillin, PT, CCCE

St. Mary's Hospital
Amsterdam, NY 12010
Karen McGillin, PT, CCCE

Saratoga Hospital
Saratoga Springs, NY 12866
Jacqueline Harris, CCCE

Sports and Orthopedic Rehab
New Hartford, NY 13413
Helen Sarandrea, PT

Stonehedge Nursing Home
Rome, NY 13440
Michelle Nunno-Evans, PT, CCCE

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

University of Utah Health Science Center
Salt Lake City, UT 84132
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

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE

University of Utah Health Science Center
Salt Lake City, UT 84132

Vermont State Hospital
Waterbury, VT 05676

Western New York Children's Psychiatric Center
West Seneca, NY 14224-3699

A.O. Fox Memorial Hospital
Oneonta, NY 13820
Mark Misiewicz, PT, CCCE

Albany Memorial Hospital
Albany, NY 12204
Denise Morris, PT

Charles T. Sitrin Health Center
New Hartford, NY 13413
Michelle Rinaldi, PTA

Community Memorial Hospital
Hamilton, NY 13346
Judith Artesa, PT, CCCE
Director of Physical Therapy

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047
Julie DeBortoli, PT, CCCE

Faxton Hospital
Utica, NY 13502-5475
Leann Mogensen, PT, CCCE

FF Thompson Hospital
Canandaigua, NY 14424
Farley Wagner, PT, CCCE

Hepburn Medical Center
Ogdensburg, NY 13669
Cinci Weaver, PT, CCCE

Jones Memorial Health Center (WCA)
Jamestown, NY 14701
George Ciancio, PT, CCCE

Lewis County General Hospital
Lowville, NY 13367
Teresa Allen, PT

Little Falls Hospital
Little Falls, NY 13365
Karen Jones, PT, CCCE
<table>
<thead>
<tr>
<th>Practice Name</th>
<th>Address</th>
<th>City, State Zip Code</th>
<th>Therapist Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East Florida State Hospital</td>
<td>MacClenny, FL 32063-9777</td>
<td>Khristi Keefe, CTRS/RTS</td>
<td></td>
</tr>
<tr>
<td>Our Lady of the Lake</td>
<td>Baton Rouge, LA 70808</td>
<td>Doug White, CTRS</td>
<td></td>
</tr>
<tr>
<td>Our Lady of Victory</td>
<td>Lackawanna, NY 14218</td>
<td>Pam Simmeth</td>
<td></td>
</tr>
<tr>
<td>Pavilion @ Shell Point</td>
<td>Ft. Myers, FL 33908</td>
<td>Amanda B. Warsten, CTRS</td>
<td></td>
</tr>
<tr>
<td>The Presbyterian Hospital in the City of New York</td>
<td>New York, NY 10032</td>
<td>Denise L. Dammeyer, CTRS</td>
<td></td>
</tr>
<tr>
<td>The Jewish Home for Aged</td>
<td>New York, NY 10025</td>
<td>Paul Gray, CTRS</td>
<td></td>
</tr>
<tr>
<td>Loretto Utica Center</td>
<td>Utica, NY 13501</td>
<td>Bill Girvin, CTRS</td>
<td></td>
</tr>
<tr>
<td>Manhattan Psychiatric Center</td>
<td>Wards Island, NY 10035</td>
<td>Judith Thelan, CTRS</td>
<td></td>
</tr>
<tr>
<td>Middletown Alcoholism Treatment Center</td>
<td>Middletown, NY 10940</td>
<td>Tamara Miller-Kammerer, CTRS</td>
<td></td>
</tr>
<tr>
<td>Middletown Psychiatric Center</td>
<td>Middletown, NY 10940</td>
<td>Stuart Drumheller, CTRS</td>
<td></td>
</tr>
<tr>
<td>Mohawk Valley Psychiatric Center</td>
<td>Utica, NY 13502</td>
<td>Erica MacFarland, CTRS, Leslie Filhan, CTRS, Virginia Hutchins, CTRS</td>
<td></td>
</tr>
<tr>
<td>The Mount Sinai Medical Center</td>
<td>New York, NY 10029-6574</td>
<td>Jan Melitski, CTRS</td>
<td></td>
</tr>
<tr>
<td>New York State School for the Deaf</td>
<td>Rome, NY 13440</td>
<td>Dennis Ryan, CTRS</td>
<td></td>
</tr>
<tr>
<td>St. Mary's Hospital</td>
<td>Rochester, NY 14611</td>
<td>Nancy VanderMolen, CTRS</td>
<td></td>
</tr>
<tr>
<td>Schneider Children's Hospital</td>
<td>Amityville, NY 11701</td>
<td>John E. McGorry</td>
<td></td>
</tr>
<tr>
<td>South Oaks Hospital</td>
<td>New Hyde Park, NY 11042</td>
<td>Anne Steele, CTRS</td>
<td></td>
</tr>
<tr>
<td>Blythedale Children's Hospital</td>
<td>Valhalla, NY 10595-1697</td>
<td>Kimberly August, CTRS</td>
<td></td>
</tr>
<tr>
<td>Blyrin Hospitals-Alden</td>
<td>Alden, NY 14004</td>
<td>Karen Fries, CTRS</td>
<td></td>
</tr>
<tr>
<td>Children's Health Care of Atlanta</td>
<td>Atlanta, GA 30342</td>
<td>Susan Tripp, CTRS</td>
<td></td>
</tr>
<tr>
<td>Ellis Hospital</td>
<td>Schenectady, NY 12308</td>
<td>Jack O'Connor, CTRS</td>
<td></td>
</tr>
<tr>
<td>Faxton Hospital</td>
<td>Utica, NY 13502</td>
<td>Carolyn Mazuroski, CTRS, Recreation Therapist</td>
<td></td>
</tr>
<tr>
<td>Fletcher Allen Health Care</td>
<td>Burlington, VT 05401</td>
<td>Richard Fritz, CTRS</td>
<td></td>
</tr>
<tr>
<td>Health Village</td>
<td>Hackettown, NJ 07840</td>
<td>Jody Woods, CTRS</td>
<td></td>
</tr>
<tr>
<td>HealthSouth</td>
<td>Largo, FL 33770</td>
<td>Cyndi Hay</td>
<td></td>
</tr>
<tr>
<td>Hebrew Rehabilitation Center</td>
<td>Roslindale, MA 02131</td>
<td>Mike Westerman, CTRS</td>
<td></td>
</tr>
<tr>
<td>The House of the Good Shepherd</td>
<td>Utica, NY 13502</td>
<td>Bill Girvin, CTRS</td>
<td></td>
</tr>
<tr>
<td>Manhasset Psychiatric Center</td>
<td>Wards Island, NY 10035</td>
<td>Judith Thelan, CTRS</td>
<td></td>
</tr>
<tr>
<td>Middletown Alcoholism Treatment Center</td>
<td>Middletown, NY 10940</td>
<td>Tamara Miller-Kammerer, CTRS</td>
<td></td>
</tr>
<tr>
<td>Middletown Psychiatric Center</td>
<td>Middletown, NY 10940</td>
<td>Stuart Drumheller, CTRS</td>
<td></td>
</tr>
<tr>
<td>Mohawk Valley Psychiatric Center</td>
<td>Utica, NY 13502</td>
<td>Erica MacFarland, CTRS, Leslie Filhan, CTRS, Virginia Hutchins, CTRS</td>
<td></td>
</tr>
<tr>
<td>The Mount Sinai Medical Center</td>
<td>New York, NY 10029-6574</td>
<td>Jan Melitski, CTRS</td>
<td></td>
</tr>
<tr>
<td>New York State School for the Deaf</td>
<td>Rome, NY 13440</td>
<td>Dennis Ryan, CTRS</td>
<td></td>
</tr>
<tr>
<td>St. Camillus Health &amp; Rehabilitation Center</td>
<td>Syracuse, NY 13219-3098</td>
<td>Kelly Dremond, CTRS</td>
<td></td>
</tr>
<tr>
<td>St. Charles Hospital</td>
<td>Port Jefferson, NY 11777</td>
<td>Cliff Schmitz</td>
<td></td>
</tr>
<tr>
<td>St. Luke's Memorial Hospital Center</td>
<td>Alden Calder Wing</td>
<td>Jackie DeLucca, CTRS</td>
<td></td>
</tr>
</tbody>
</table>

Affiliate Facilities and Associate Clinical Faculty
<table>
<thead>
<tr>
<th>Facility Name</th>
<th>City, State</th>
<th>Contact Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abee, Inc.</td>
<td>Oconomowoc, WI 53066</td>
<td>Jeff Boeke</td>
</tr>
<tr>
<td>Albany Medical Center (Rehab.)</td>
<td>Albany, NY 12208</td>
<td>Tammy Colley Ogleman, CTRS</td>
</tr>
<tr>
<td>Allied Services Rehab. Hospital</td>
<td>Scranton, PA 18501</td>
<td>Deanna E. Wollack, CTRS</td>
</tr>
<tr>
<td>Alternatives in Mankind, Inc</td>
<td>Saratoga Springs, NY 12866</td>
<td>Jean Pokrzewka, CTRS</td>
</tr>
<tr>
<td>Blythedale Children's Hospital</td>
<td>Valhalla, NY 10595-1697</td>
<td>Kimberly August, CTRS</td>
</tr>
<tr>
<td>Brylin Hospitals-Alden</td>
<td>Alden, NY 14004</td>
<td>Karen Fries, CTRS</td>
</tr>
<tr>
<td>Children's Health Care of Atlanta</td>
<td>Atlanta, GA 30342</td>
<td>Susan Tripp, CTRS</td>
</tr>
<tr>
<td>Ellis Hospital</td>
<td>Schenectady, NY 12308</td>
<td>Jack O'Connor, CTRS</td>
</tr>
<tr>
<td>Faxton Hospital</td>
<td>Utica, NY 13502</td>
<td>Carolyn Mazarowski, CTRS</td>
</tr>
<tr>
<td>Fletcher Allen Health Care</td>
<td>Burlington, VT 05401</td>
<td>Richard Fritz, CTRS</td>
</tr>
<tr>
<td>Health Village</td>
<td>Hackettown, NJ 07840</td>
<td>Jody Woods, CTRS</td>
</tr>
<tr>
<td>HealthSouth</td>
<td>Largo, FL 33770</td>
<td>Cyndi Hay</td>
</tr>
<tr>
<td>Hebrew Rehabilitation Center</td>
<td>Roslindale, MA 02131</td>
<td>Mike Westman, CTRS</td>
</tr>
<tr>
<td>The House of the Good Shepherd</td>
<td>Utica, NY 13502</td>
<td>Bill Girvin, CTRS</td>
</tr>
<tr>
<td>Jewish Home for Aged</td>
<td>New York, NY 10025</td>
<td>Paul Gray, CTRS</td>
</tr>
<tr>
<td>Loretto Utica Center</td>
<td>Utica, NY 13501</td>
<td>Jay Snow, CTRS</td>
</tr>
<tr>
<td>Manhattan Psychiatric Center</td>
<td>Wards Island, NY 10035</td>
<td>Judith Thelan, CTRS</td>
</tr>
<tr>
<td>Middletown Alcoholism Treatment Center</td>
<td>Middletown, NY 10940</td>
<td>Tamara Miller-Kammerer, CTRS</td>
</tr>
<tr>
<td>Middletown Psychiatric Center</td>
<td>Middletown, NY 10940</td>
<td>Stuart Drumheller, CTRS</td>
</tr>
<tr>
<td>Mohawk Valley Psychiatric Center</td>
<td>Utica, NY 13502</td>
<td>Erica MacFarland, CTRS</td>
</tr>
<tr>
<td>The Mount Sinai Medical Center</td>
<td>New York, NY 10029-6574</td>
<td>Jan Melitski, CTRS</td>
</tr>
<tr>
<td>New York State School for the Deaf</td>
<td>Rome, NY 13440</td>
<td>Dennis Ryan, CTRS</td>
</tr>
<tr>
<td>North East Florida State Hospital</td>
<td>MacClenny, FL 32063-9777</td>
<td>Khristi Keefe, CTRS/RTS</td>
</tr>
<tr>
<td>Our Lady of the Lake</td>
<td>Baton Rouge, LA 70808</td>
<td>Doug White, CTRS</td>
</tr>
<tr>
<td>Our Lady of Victory</td>
<td>Lackawanna, NY 14218</td>
<td>Pam Simmeth</td>
</tr>
<tr>
<td>Pavilion @ Shell Point</td>
<td>Ft. Myers, FL 33908</td>
<td>Amanda B. Warsten, CTRS</td>
</tr>
<tr>
<td>The Presbyterian Hospital in the City of New York</td>
<td>New York, NY 10032</td>
<td>Denise L. Dammeyer, CTRS</td>
</tr>
<tr>
<td>Recreation Therapy Services</td>
<td>Palo Alto, CA 94304</td>
<td>Bob Tomlinson</td>
</tr>
<tr>
<td>Rochester Psychiatric Center</td>
<td>Rochester, NY 14620</td>
<td>Brian Donner, CTRS</td>
</tr>
<tr>
<td>Rosewood</td>
<td>Syracuse, NY</td>
<td>Michael Pagano, CTRS</td>
</tr>
<tr>
<td>St. Camillus Health &amp; Rehabilitation Center</td>
<td>Syracuse, NY 13219-3098</td>
<td>Kelly Dremond, CTRS</td>
</tr>
<tr>
<td>St. Charles Hospital</td>
<td>Port Jefferson, NY 11777</td>
<td>Cliff Schmitz</td>
</tr>
<tr>
<td>St. Luke's Memorial Hospital Center</td>
<td>Alden Calder Wing</td>
<td>Octavius Maglia, CTRS</td>
</tr>
<tr>
<td>St. Mary's Hospital</td>
<td>Rochester, NY 14611</td>
<td>Nancy VanderMolen, CTRS</td>
</tr>
<tr>
<td>Schneider Children's Hospital</td>
<td>New Hyde Park, NY 11042</td>
<td>Anne Steele, CTRS</td>
</tr>
<tr>
<td>South Oaks Hospital</td>
<td>Amityville, NY 11701</td>
<td>John E. McGorry</td>
</tr>
<tr>
<td>Spaulding Rehabilitation Hospital</td>
<td>Boston, MA</td>
<td>Sandra Villante, CTRS</td>
</tr>
<tr>
<td>Strong Memorial Hospital</td>
<td>Department of Physical Medicine and Rehabilitation</td>
<td>Rochester, NY 14642</td>
</tr>
<tr>
<td>Tully Hill</td>
<td>Tully, NY 13159</td>
<td>Kristen C. Wakula, CTRS</td>
</tr>
<tr>
<td>The Twin Tiers Rehabilitation Center of St. Joseph's Hospital</td>
<td>Elmira, NY 14902-1515</td>
<td>Sister Janet Meeker, CTRS</td>
</tr>
<tr>
<td>Upstate Home for Children</td>
<td>Oneonta, NY 13820</td>
<td>Laurie Spicer, CTRS</td>
</tr>
<tr>
<td>Virginia Baptist Hospital</td>
<td>Lynchburg, VA 24503</td>
<td>Tara Mayhew, CTRS</td>
</tr>
<tr>
<td>Woods Services</td>
<td>Langhorne, PA 19047</td>
<td>Michelle Patterson, TR Coordinator</td>
</tr>
</tbody>
</table>
# INDEX

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>125</td>
</tr>
<tr>
<td>Academic Accommodations for Students with Disabilities</td>
<td>43</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>1</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>132</td>
</tr>
<tr>
<td>Academic, Major, and Career-Related Clubs</td>
<td>49</td>
</tr>
<tr>
<td>Academic Progress, Minimal</td>
<td>132</td>
</tr>
<tr>
<td>Academic Regulations</td>
<td>119</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Academic Skills, Basic</td>
<td>21</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>84, 86</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td></td>
</tr>
<tr>
<td>Academic Support Services Center</td>
<td>43</td>
</tr>
<tr>
<td>Acceleration of Study</td>
<td>23</td>
</tr>
<tr>
<td>Accounting Courses</td>
<td>227</td>
</tr>
<tr>
<td>Accounting - CPA Major</td>
<td>142</td>
</tr>
<tr>
<td>Accounting - Private Major</td>
<td>143</td>
</tr>
<tr>
<td>Accreditation Information</td>
<td>i</td>
</tr>
<tr>
<td>Activities, Eligibility for</td>
<td>128</td>
</tr>
<tr>
<td>Activities, Student</td>
<td>48</td>
</tr>
<tr>
<td>Administrative Officers and Staff</td>
<td>294</td>
</tr>
<tr>
<td>Admission to Utica College</td>
<td>61</td>
</tr>
<tr>
<td>Admission Process</td>
<td>62</td>
</tr>
<tr>
<td>Advanced Credit</td>
<td></td>
</tr>
<tr>
<td>Examinations</td>
<td>24, 126</td>
</tr>
<tr>
<td>Advising (See also Academic Support Services Center)</td>
<td>121</td>
</tr>
<tr>
<td>Aerospace Studies Courses</td>
<td>225</td>
</tr>
<tr>
<td>Affiliated Facilities and Associate Clinical Faculty</td>
<td>321</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>i</td>
</tr>
<tr>
<td>Aid, Financial</td>
<td>71</td>
</tr>
<tr>
<td>All-College Courses</td>
<td>226</td>
</tr>
<tr>
<td>Alumni Association/National</td>
<td></td>
</tr>
<tr>
<td>Alumni Council</td>
<td>46, 304</td>
</tr>
<tr>
<td>Anthropology Courses</td>
<td>227</td>
</tr>
<tr>
<td>Anthropology Minor</td>
<td>144</td>
</tr>
<tr>
<td>Athletic Eligibility</td>
<td>128</td>
</tr>
<tr>
<td>Athletic Activities and Facilities</td>
<td>57</td>
</tr>
<tr>
<td>Auditing</td>
<td>127</td>
</tr>
<tr>
<td>Averages</td>
<td>123</td>
</tr>
<tr>
<td>Awards</td>
<td></td>
</tr>
<tr>
<td>Basic Academic Skills</td>
<td>21</td>
</tr>
<tr>
<td>Biology Courses</td>
<td>228</td>
</tr>
<tr>
<td>Biology Major</td>
<td>144</td>
</tr>
<tr>
<td>Biochemistry (See Chemistry Major)</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>299</td>
</tr>
<tr>
<td>Business Courses (See Management Courses)</td>
<td></td>
</tr>
<tr>
<td>Business Economics Major</td>
<td>147</td>
</tr>
<tr>
<td>Business Law Courses</td>
<td>232</td>
</tr>
<tr>
<td>Business Programs (See Management Program)</td>
<td></td>
</tr>
<tr>
<td>Calender, Academic</td>
<td>1</td>
</tr>
<tr>
<td>Campus</td>
<td>7,334</td>
</tr>
<tr>
<td>Career-Related Clubs</td>
<td>49</td>
</tr>
<tr>
<td>Career Services</td>
<td>46</td>
</tr>
<tr>
<td>Center for Historical Research</td>
<td>35</td>
</tr>
<tr>
<td>Centro Studi Casauriensi</td>
<td>36</td>
</tr>
<tr>
<td>Chemistry Courses</td>
<td>232</td>
</tr>
<tr>
<td>Chemistry Major</td>
<td>148</td>
</tr>
<tr>
<td>Chemistry Minor</td>
<td>151</td>
</tr>
<tr>
<td>Child-Life Major (See Psychology-Child Life Major)</td>
<td></td>
</tr>
<tr>
<td>Chinese Courses</td>
<td>234</td>
</tr>
<tr>
<td>Classification (See Student Classification)</td>
<td></td>
</tr>
<tr>
<td>Clubs, Academic, Major, and Career Related</td>
<td>49</td>
</tr>
<tr>
<td>Clubs, Recreational</td>
<td>54</td>
</tr>
<tr>
<td>Collegiate Science and Technology Entry Program (CSTEP)</td>
<td>28</td>
</tr>
<tr>
<td>Combined Degrees</td>
<td>121</td>
</tr>
<tr>
<td>Communication Arts Courses</td>
<td>234</td>
</tr>
<tr>
<td>Communication Arts Major</td>
<td>151</td>
</tr>
<tr>
<td>Communication Arts Minor</td>
<td>152</td>
</tr>
<tr>
<td>Community</td>
<td>13</td>
</tr>
<tr>
<td>Competency Credit</td>
<td>24</td>
</tr>
<tr>
<td>Complaint Procedures</td>
<td>137</td>
</tr>
<tr>
<td>Computer Engineering Courses</td>
<td>236</td>
</tr>
<tr>
<td>Computer Facilities</td>
<td>11</td>
</tr>
<tr>
<td>Computer Forensics Research and Development Center</td>
<td>36</td>
</tr>
<tr>
<td>Computer Science Courses</td>
<td>236</td>
</tr>
<tr>
<td>Computer Science Major</td>
<td>153</td>
</tr>
<tr>
<td>Computer Science Minor</td>
<td>155</td>
</tr>
<tr>
<td>Conduct</td>
<td>42</td>
</tr>
<tr>
<td>Confidentiality for Student Employees</td>
<td>136</td>
</tr>
<tr>
<td>Confidentiality, Student Records</td>
<td>134</td>
</tr>
<tr>
<td>Construction Management Courses</td>
<td>238</td>
</tr>
<tr>
<td>Construction Management</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>155</td>
</tr>
<tr>
<td>Continuing Education, Division of</td>
<td>34</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>27, 227</td>
</tr>
<tr>
<td>Core, General Education</td>
<td>16</td>
</tr>
<tr>
<td>Costs (See Tuition)</td>
<td></td>
</tr>
<tr>
<td>Counseling (See Academic Support Services Center)</td>
<td></td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>223</td>
</tr>
<tr>
<td>Credit, Competency</td>
<td>24</td>
</tr>
<tr>
<td>Credit, Experience</td>
<td>24, 226</td>
</tr>
<tr>
<td>Credit Hour Loads</td>
<td>125</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>68, 121</td>
</tr>
<tr>
<td>Criminal Justice Courses</td>
<td>240</td>
</tr>
<tr>
<td>Criminal Justice Major</td>
<td>157</td>
</tr>
<tr>
<td>Criminal Justice - Economic Crime Investigation Major</td>
<td>158</td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>56</td>
</tr>
<tr>
<td>Cultural/Religious Organizations</td>
<td>53</td>
</tr>
<tr>
<td>Dean's Honor Lists</td>
<td>124</td>
</tr>
<tr>
<td>Deferred Admission</td>
<td>62</td>
</tr>
<tr>
<td>Deferred Payment</td>
<td>67</td>
</tr>
<tr>
<td>Dentistry</td>
<td>160</td>
</tr>
<tr>
<td>Deposits</td>
<td>70</td>
</tr>
<tr>
<td>Dining Services, Campus</td>
<td>42</td>
</tr>
<tr>
<td>Disabilities, Students with</td>
<td></td>
</tr>
<tr>
<td>Discrimination Coordinators</td>
<td>i</td>
</tr>
<tr>
<td>Dismissal, Academic</td>
<td>132</td>
</tr>
<tr>
<td>Dramatic Arts (See Theatre)</td>
<td></td>
</tr>
<tr>
<td>Dual Majors</td>
<td>121</td>
</tr>
<tr>
<td>Early Admission</td>
<td>62</td>
</tr>
<tr>
<td>Economic Crime Investigation Institute, The</td>
<td>36</td>
</tr>
<tr>
<td>Economic Crime Management Major</td>
<td>140</td>
</tr>
<tr>
<td>Economics Courses</td>
<td>242</td>
</tr>
<tr>
<td>Economics Major</td>
<td>160</td>
</tr>
<tr>
<td>Education Courses</td>
<td>244</td>
</tr>
<tr>
<td>Education, Programs in</td>
<td>140, 161</td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
</tr>
<tr>
<td>Eligibility (See Activities, Athletic, Field Experience)</td>
<td></td>
</tr>
<tr>
<td>Emeriti Faculty</td>
<td>313</td>
</tr>
<tr>
<td>Engineering (See Physics Major)</td>
<td></td>
</tr>
<tr>
<td>Engineering Courses</td>
<td>246</td>
</tr>
<tr>
<td>English Courses</td>
<td>246</td>
</tr>
<tr>
<td>English Major</td>
<td>168</td>
</tr>
<tr>
<td>English Language Minor</td>
<td>170</td>
</tr>
</tbody>
</table>
INDEX

Absences .......................... 125
Academic Accommodations for Students with Disabilities .. 43
Academic Calendar ............. 1
Academic Dismissal ............. 132
Academic, Major, and Career-Related Clubs ............. 49
Academic Progress, Minimal .. 132
Academic Regulations .......... 119
Academic Requirements ...... 16
Academic Skills, Basic .......... 21
Academic Standards ........ 84, 86
Academic Support Services Center .......................... 43
Acceleration of Study ........... 23
Accounting Courses .......... 227
Accounting - CPA Major .... 142
Accounting - Private Major .... 143
Accreditation Information ... i
Activities, Eligibility for ...... 128
Activities, Student .......... 48
Administrative Officers and Staff .......................... 294
Admission to Utica College ...... 61
Admission Process ........... 62
Advanced Credit ............... 
Examinations ................ 24, 126
Advising (See also Academic Support Services Center) .. 121
Aerospace Studies Courses ... 225
Affiliate Facilities and
Associate Clinical Faculty ... 321
Affirmative Action ........... 1
Aid, Financial .................. 71
All-College Courses ........... 226
Alumni Association/National
  Alumni Council .............. 46, 304
Anthropology Courses ........ 227
Anthropology Minor .......... 144
Athletic Eligibility ........... 128
Athletic Activities and
  Facilities ..................... 57
Auditing ....................... 127
Averages ..................... 123
Awards ....................... 87, 115
Basic Academic Skills ........ 21
Biology Courses ................ 228
Biology Major .................. 144
Biochemistry (See Chemistry Major)
  Board of Trustees ............ 299
Business Courses (See Management Courses)
  Business Economics Major ... 147
  Business Law Courses ...... 232
  Business Programs (See Management Program)
  Calender, Academic ........ 1
  Campus ...................... 7, 334
Career-Related Clubs .......... 49
Career Services ................ 46
Center for Historical Research ... 35
Centro Studi Casauriensi .... 36
Chemistry Courses .......... 232
Chemistry Major ............... 148
Chemistry Minor ............... 151
Child-Life Major (See Psychology-Child Life Major)
Chinese Courses ............. 234
Classification
  (See Student Classification)
Clubs, Academic, Major, and Career Related ............. 49
Clubs, Recreational ........... 54
Collegiate Science and Technology Entry Program (CSTEP) .... 28
Combined Degrees ............. 121
Communication Arts Courses ... 234
Communication Arts Major .... 151
Communication Arts Minor .... 152
Community ................... 13
Competency Credit ........... 24
Complaint Procedures .......... 137
Computer Engineering Courses ... 236
Computer Facilities .......... 11
Computer Forensics Research and Development Center ... 36
Computer Science Courses ... 236
Computer Science Major ...... 153
Computer Science Minor ...... 155
Conduct ....................... 42
Confidentiality for Student Employees .................... 136
Confidentiality, Student
  Records ...................... 134
Construction Management Courses ..................... 238
Construction Management
  Major ....................... 155
Continuing Education,
  Division of .................. 34
Cooperative Education ........ 27, 227
Core, General Education ........ 16
Costs (See Tuition)
Counseling (See Academic Support Services Center)
Courses of Instruction .......... 223
Credit, Competency .......... 24
Credit, Experience ........... 24, 226
Credit Hour Loads .......... 125
Credit Hours ................. .68, 121
Criminal Justice Courses ...... 240
Criminal Justice Major ....... 157
Criminal Justice - Economic Crime Investigation Major ........ 158
Cultural Activities .......... 56
Cultural/Religious Organizations ........... 53
Dean’s Honor Lists .......... 124
Deferred Admission .......... 62
Deferred Payment .......... 67
Dentistry ..................... 160
Deposits ..................... 70
Dining Services, Campus ...... 42
Disabilities, Students with .. i, 11, 43
Discrimination Coordinators .... i
Dismissal, Academic .......... 132
Dramatic Arts (See Theatre)
Dual Majors ................. 121
Early Admission .......... 62
Economic Crime Investigation Institute, The ................ 36
Economic Crime Management
  Major ....................... 140
Economics Courses .......... 242
Economics Major .......... 160
Education Courses .......... 244
Education, Programs in .... 140, 161
Electives ..................... 21
Eligibility (See Activities, Athletic, Field Experience)
Emeriti Faculty ............... 313
Engineering (See Physics Major)
Engineering Courses .......... 246
English Courses .......... 246
English Major ................ 168
English Language Minor ....... 170

328
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political/Social Consciousness Related Organizations</td>
<td>52</td>
</tr>
<tr>
<td>Prepaid Tuition Plan</td>
<td>68</td>
</tr>
<tr>
<td>Probation</td>
<td>132</td>
</tr>
<tr>
<td>Professional Schools, Preparation For</td>
<td>29</td>
</tr>
<tr>
<td>Progress, Minimal Academic</td>
<td>132</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>138</td>
</tr>
<tr>
<td>Psychology Courses</td>
<td>281</td>
</tr>
<tr>
<td>Psychology Major</td>
<td>207</td>
</tr>
<tr>
<td>Psychology Minor</td>
<td>207</td>
</tr>
<tr>
<td>Psychology-Child Life Major</td>
<td>207</td>
</tr>
<tr>
<td>Public Relations Courses</td>
<td>286</td>
</tr>
<tr>
<td>Public Relations Major</td>
<td>212</td>
</tr>
<tr>
<td>Public Relations-</td>
<td></td>
</tr>
<tr>
<td>Journalism Studies Major</td>
<td>213</td>
</tr>
<tr>
<td>Raymond Simon Institute for Public Relations, The</td>
<td>39</td>
</tr>
<tr>
<td>Reading Courses</td>
<td>287</td>
</tr>
<tr>
<td>Readmission</td>
<td>66, 132</td>
</tr>
<tr>
<td>Real Estate Courses</td>
<td>287</td>
</tr>
<tr>
<td>Recreational Clubs</td>
<td>54</td>
</tr>
<tr>
<td>Refunds</td>
<td>86, 130</td>
</tr>
<tr>
<td>(See also Housing Policy)</td>
<td></td>
</tr>
<tr>
<td>Regulations, Academic</td>
<td>119</td>
</tr>
<tr>
<td>Religious Activities</td>
<td>45</td>
</tr>
<tr>
<td>Religious Organizations</td>
<td>53</td>
</tr>
<tr>
<td>Repeating a Course</td>
<td>123</td>
</tr>
<tr>
<td>Requirements, Academic</td>
<td>16</td>
</tr>
<tr>
<td>Requirements, Admission</td>
<td>62</td>
</tr>
<tr>
<td>Research Assistantship</td>
<td>227</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>10, 40</td>
</tr>
<tr>
<td>Room and Board</td>
<td>70</td>
</tr>
<tr>
<td>ROTC</td>
<td>32, 225, 269</td>
</tr>
<tr>
<td>ROTC Scholarships</td>
<td>78</td>
</tr>
<tr>
<td>Russian Courses</td>
<td>287</td>
</tr>
<tr>
<td>Schedule Changes</td>
<td>130</td>
</tr>
<tr>
<td>Scholarships, Grants, and Awards</td>
<td>87</td>
</tr>
<tr>
<td>Second Undergraduate Degrees</td>
<td>32</td>
</tr>
<tr>
<td>Service Organizations</td>
<td>54</td>
</tr>
<tr>
<td>Social Studies Courses</td>
<td>288</td>
</tr>
<tr>
<td>Social Studies Major</td>
<td>214</td>
</tr>
<tr>
<td>Societies, Honorary</td>
<td>55</td>
</tr>
<tr>
<td>Sociology Courses</td>
<td>288</td>
</tr>
<tr>
<td>Sociology and Anthropology Major</td>
<td>217</td>
</tr>
<tr>
<td>Sociology Minor</td>
<td>218</td>
</tr>
<tr>
<td>Software and Intellectual Rights</td>
<td>133</td>
</tr>
<tr>
<td>Sororities</td>
<td>55</td>
</tr>
<tr>
<td>Spanish Courses</td>
<td>290</td>
</tr>
<tr>
<td>Spanish Minor</td>
<td>219</td>
</tr>
<tr>
<td>Special Admission Programs</td>
<td>65</td>
</tr>
<tr>
<td>Special Students</td>
<td>66</td>
</tr>
<tr>
<td>Student Activities</td>
<td>48</td>
</tr>
<tr>
<td>Student Assistantship</td>
<td>227</td>
</tr>
<tr>
<td>Student Classification</td>
<td>126</td>
</tr>
<tr>
<td>Student Employees, Confidentialality for</td>
<td>136</td>
</tr>
<tr>
<td>Study at Other Institutions</td>
<td>129</td>
</tr>
<tr>
<td>Study Abroad (See International Opportunities)</td>
<td></td>
</tr>
<tr>
<td>Summer Institute</td>
<td>28</td>
</tr>
<tr>
<td>Theatre Courses</td>
<td>291</td>
</tr>
<tr>
<td>Theatre Minor</td>
<td>219</td>
</tr>
<tr>
<td>Therapeutic Recreation</td>
<td>326</td>
</tr>
<tr>
<td>Therapeutic Recreation Courses</td>
<td>291</td>
</tr>
<tr>
<td>Therapeutic Recreation Major</td>
<td>220</td>
</tr>
<tr>
<td>Three-Year Study Option</td>
<td>65</td>
</tr>
<tr>
<td>Topics Courses</td>
<td>127, 226</td>
</tr>
<tr>
<td>Transcripts</td>
<td>70, 131</td>
</tr>
<tr>
<td>Transfer Student</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>63</td>
</tr>
<tr>
<td>Trustees, Board of</td>
<td>299</td>
</tr>
<tr>
<td>Tuition</td>
<td>67, 69</td>
</tr>
<tr>
<td>Tutorial Study</td>
<td>127</td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>15</td>
</tr>
<tr>
<td>Utica College in Brief</td>
<td>5</td>
</tr>
<tr>
<td>Variable Length Courses</td>
<td>123</td>
</tr>
<tr>
<td>Veterans, Admission</td>
<td>65</td>
</tr>
<tr>
<td>Veterans, Benefits (See Financial Aid)</td>
<td></td>
</tr>
<tr>
<td>Washington Internships</td>
<td>27</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>130</td>
</tr>
<tr>
<td>Women's Resource Center</td>
<td>39</td>
</tr>
<tr>
<td>World Literature Courses</td>
<td>291</td>
</tr>
<tr>
<td>Writing Assistance</td>
<td>45</td>
</tr>
<tr>
<td>Writing Intensive Courses</td>
<td>20</td>
</tr>
<tr>
<td>Writing Minor</td>
<td>229</td>
</tr>
<tr>
<td>Young Scholars LPP</td>
<td>29</td>
</tr>
</tbody>
</table>