Utica College

Tradition. Opportunity. Transformation. ®

GRADUATE CATALOG

2008/2009

UTICA

Utica College Graduate Catalog

CONTENTS

2 About Utica College
- 3 Accreditation
- 4 Utica College Mission Statement
- 4 Graduate Mission Statement
- 4 Non-Discrimination Policy
- 5 For Further Information

6 Student Life
- 6 Conduct
- 6 Campus Safety
- 7 Campus Dining Services
- 7 Academic Support Services Center
- 7 Services for Students with Disabilities
- 7 Health Center
- 8 Health Insurance
- 8 Immunizations
- 9 Library
- 10 Religious Activities
- 10 The Writing Center
- 10 Media Center
- 10 Career Services
- 10 Utica College Alumni Association

12 Admission Requirements

18 Financial Policies and Procedures

22 Academic Policies and Procedures

32 Programs of Study
- 33 MBA – Economic Crime and Fraud Management
- 35 MBA – Professional Accountancy
- 36 Economic Crime Management
- 37 Education
- 49 Gerontology
- 50 Health Care Administration
- 51 Certificate in Homeland Security Risk Assessment
- 52 Liberal Studies
- 55 Occupational Therapy
- 89 Physical Therapy

64 Courses

73 Academic Program Offices

73 Administrative Offices

73 Faculty

78 Campus Map

79 Institutes and Centers

Academic Calendar on Inside Back Cover

About Utica College

Utica College is a private comprehensive college in a suburban setting, with a liberal educational philosophy and an informal, personal atmosphere. On a modern campus on the southwestern edge of the medium-sized city of Utica, New York, Utica College's nearly 3,000 full- and part-time students benefit from full-time faculty involvement in all facets of the institution's academic life.

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

Graduate programs are offered in the following schools of the College: School of Arts and Sciences, School of Business and Justice Studies, and School of Health Professions and Education. The School of Graduate and Extended Studies provides administrative support and central coordinating services for all graduate programs.

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

This catalog contains the policies and procedures that govern graduate education at Utica College.

ACCREDITATION

Utica College is chartered by the Regents of The University of the State of New York. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College's Graduate Programs are approved by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Avenue, Albany, New York 12234, (518) 474-5851. The Utica College Teacher Certification programs, which are designed to ground students in the values, knowledge, and practices for teachers and leaders in inclusive classrooms and schools in the belief that educators can facilitate learning for all children, are accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 26, 2006 to June 26, 2011.

The Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

GRADUATE MISSION STATEMENT

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

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

UTICA COLLEGE 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. 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

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 non-discrimination 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 Director 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 disabilites.

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

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

Questions about any of the College's affirmative action policies may be directed to Ramona Rice, Affirmative Action Officer, Utica College, 1600 Burrstone Road, Utica New York 13502-4892, (315) 792-3276.

For Further Information

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

Utica College
Office of Graduate Admissions
1600 Burrstone Road
Utica, NY 13502-4892
Telephone: (315) 792-3010
Fax: (315) 792-3003
E-mail: gradadmissions@utica.edu
Web site: www.utica.edu/admissions-grad

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

Utica College
School of Graduate and Extended Studies
1600 Burrstone Road
Utica, NY 13502-4892
Telephone: (315) 792-3001
Fax: (315) 792-3002
E-mail: gradstudies@utica.edu
Web site: www.utica.edu/ges

Student Life

CONDUCT

Students at Utica College have enrolled freely and are expected to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in this College community. Each student is therefore expected to assume responsibility for their actions as a member of this 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 SAFETY

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

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

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

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

CAMPUS DINING SERVICES

The Office of Campus Dining Services operates the Strebel Dining Commons and the Pioneer Café, both located in the Strebel Student Center, and Le Bistro, located in the Gordon Science Center.

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, (315) 792-3032 or spattarini@utica.edu, 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.

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. 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.

SERVICES FOR STUDENTS WITH DISABILITIES

Utica College recognizes its obligation under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990 to provide reasonable accommodations for students with documented disabilities.

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

In order for the Learning Services office to determine if a student is eligible for accommodations, the student should:

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

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

STUDENT HEALTH CENTER

The Student Health Center is located in Strebel Student Center. When college is in session during the fall and spring semesters, all registered full and part time students are eligible to receive medical care at the Student Health Center. In order to receive services, the student must turn in a completed health form and immunization records. The deadline for receiving health forms is August 1 for fall semester and January 1 for spring semester.

The Student Health Center is open Monday thru Friday from 8:30 a.m. to 5:00 p.m. during the academic year. The Student Health Center provides medical care for student's with acute short term illnesses. All student records are confidential. No information can be released to anyone, including parents or legal guardians, without a signed release from the student. The center is staffed by a secretary, nurse practitioner, and a licensed practical nurse. A doctor is available by appointment only. Call the Student Health Center at (315) 792-3094 to schedule an appointment.

If medical care is needed after hours, there are two urgent care centers and two local hospitals in the immediate area. The urgent care centers are: Slocum Dickson on Burrstone Road and Faxton/Fast Track also on Burrstone Road. The local hospitals are St. Elizabeth's and Faxton-St. Luke's Healthcare. The cost of these services is the responsibility of the student.

All full time undergraduate and graduate students must carry health insurance. Utica College offers a health insurance plan for students who do not have alternate coverage. Health insurance covers medical services not available at or through the Student Health Center. Full time students who already have alternate health insurance and do not want the student health insurance must complete an online waiver each year the student enrolls at Utica College. Information on the student health insurance is available at the Student Health Center at (315) 792-3094.

HOUSING

A major component of the graduate school educational experience is for the students to learn to live on their own. Utica College offers some different types of housing for Graduate Students, whether it is college owned housing or listings of off-campus facilities rented to our graduate students.

In offering these services, Utica College wishes to enhance the intellectual, social and cultural development of our students through the experience of living with other individuals who bring a variety of social and cultural backgrounds to the programs. College-owned housing is secured through a housing contract with the Office of Residential Life and is awarded based on the date the signed/deposit paid contract is received. Graduate students living in the campus-owned housing have specially designated free 24-hour parking on campus while school is in session. All students living in campus-owned housing must register vehicles at the Office of Campus Safety, and abide by posted and written vehicle guidelines.

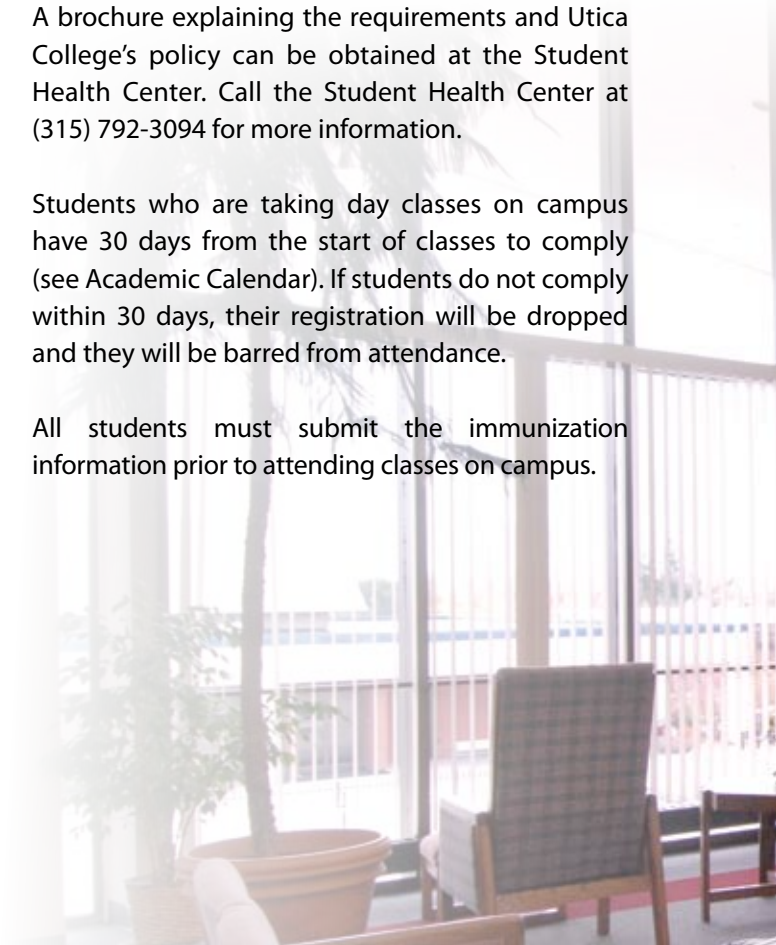
Students living off campus must also register their vehicles with the Office of Campus Safety at no charge to receive their campus parking permit.

IMMUNIZATIONS

All full- and part-time graduate and undergraduate students must comply with New York State Public Health Laws §2165 and §2167. Students who have residencies or take classes on campus must provide the Student Health Center with proof of immunization for Measles, Mumps, and Rubella or proof of immunity as demonstrated by positive titers for Measles, Mumps, and Rubella. All students must show proof of vaccination against meningitis or sign a waiver form declining the vaccination. The immunization form is the last page of the health form. Online students have a special distance learners immunization form only. A brochure explaining the requirements and Utica College's policy can be obtained at the Student Health Center. Call the Student Health Center at (315) 792-3094 for more information.

Students who are taking day classes on campus have 30 days from the start of classes to comply (see Academic Calendar). If students do not comply within 30 days, their registration will be dropped and they will be barred from attendance.

All students must submit the immunization information prior to attending classes on campus.



LIBRARY

The Frank E. Gannett Memorial Library's mission is to deliver integrated, and responsive services and resources to foster information literacy to the Utica College community.

RESEARCH HELP

- Whether students are on or off campus, librarians offer:
  - Personalized reference service 65 hours per week with no appointment needed.
  - Ask Us 24/7: round-the-clock, real time reference service.
- Students can contact a librarian by email, phone, or by filling out a Web form.
- Students can also get in depth help by scheduling a research appointment. The appointments can be conducted by phone for commuters and distance students.
- Online research tutorials and citation style guides are available for those interested in sharpening their research skills.
- Librarians are also in the classroom, conducting nearly 100 customized library instruction classes each year.

SERVICES

- Open 98 hours per week during the academic year when classes are in session.
- Custom course-related instruction in the classroom and online.
- Basic library orientation
- Electronic reserves
- Interlibrary Loan (ILL): All current UC students and faculty may use our ILL Article Request service. For on-campus students, UC's ILL service will get books from other libraries. Distance students may request books listed in the UC library catalog.
- Computer workstations, laptops, networked print stations, photocopiers, flatbed scanner, and microfilm readers.
- UC wireless network.
- Group study rooms

RESOURCES

Find library resources by searching the online resources database, the e-journal portal, and the library catalog. Library resources include 90 research databases and 29,000 current electronic journal subscriptions.

For more information about print or online collections and research services, please visit the library Web site: library.utica.edu; or send an Email to: library@utica.edu.

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 Muslim Students Association 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.

The Newman Center 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 Utica College Christian Fellowship (UCCF) is a student-run, non-denominational Christian organization. The objectives of UCCF are service, spiritual growth, and evangelism with a firm foundation based on Christ and the teachings of the Bible.

THE WRITING CENTER

The Writing Center (216 Hubbard Hall) provides support for writers in process through peer tutoring, online resources, and access to a writer's library. Devoted to "serious conversation about writing," the Writing Center can help writers in the process of understanding a writing task, generating and arranging ideas, crafting language, and preparing finished work. Writers may use the Center on a drop-in basis. Appointments are also available.

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 a listening room where students may listen to pre-recorded plays, poetry, readings, lectures, languages, and music.

CAREER SERVICES

Career Services, located in room 206 of the Strebel Student Center, assists students in preparing for or furthering a career based on their interests and goals. Its services are available to all students and alumni. Career Services provides 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 recruiters from public and private business, in addition to local, state, and federal governments. A current listing of opportunities is available through the Career Services Web site, www.utica.edu/careerservices.

UTICA COLLEGE ALUMNI ASSOCIATION

Graduates of Utica College automatically become members of the Utica College Alumni Association upon Commencement. The Association is governed by the National Alumni Council (NAC). The alumni members of the NAC have distinguished themselves through their professional or community work and their service to Utica College. With the assistance

of the NAC, the Office of Alumni and Parent Relations coordinates services and activities for alumni and students, including: alumni regional events, volunteer opportunities, the annual fall Homecoming events, and the various alumni awards. Other volunteer opportunities in which graduates may become involved include the Alumni Admissions Program, the Pioneer Career Network, career and networking events, and the Annual Fund campaign. The *Pioneer*, Utica College's alumni magazine, is sent to all alumni to keep them informed about the Utica College community.

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

Admissions Requirements

ADMISSION TO UTICA COLLEGE

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

Application materials are available by contacting the Graduate Admissions Office at (315) 792-3010 or by e-mailing John Rowe, graduate admissions director, at jrowe@utica.edu. Application forms are also available on the Utica College Web site at www.utica.edu/admissions-grad.

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

INTERNATIONAL GRADUATE STUDENTS

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

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

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

GRADUATE AND PROFESSIONAL EXAMINATIONS

- Graduate Record Examinations (GRE): For those degrees that require the Graduate Record Examinations, please go to their Web site at www.ets.org. The GRE is administered at various sites and locations at scheduled dates throughout the year.

- Miller Analogies Test (MAT): The graduate admissions office administers the Miller Analogies Test (MAT) on campus via online testing for those degree programs that accept it for admission.

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

- New York State Teacher Certification Examinations: Many education graduate programs require the successful passage of the Liberal Arts and Studies Test (LAST) and/or a Content Specialty Test (CST) for admission.

  These examinations are given at set times at sites throughout New York state and the northeastern U.S. Be aware that it takes approximately one month for the results of these exams to be made available, so prospective students should plan ahead in taking them in order to meet application deadlines.

  For fall applicants, the tests should be taken in September, December or February before the next fall semester. For spring applicants, the tests should be taken in April, June, July or August before the next spring semester. Those applicants interested in the apprenticeship program should take these examinations no later than September of the year before the start of the next year's cohort (May).

  For more information on the New York State Teacher Certification Examinations, please go to their Web site at www.nystce.nesinc.com.

BUSINESS ADMINISTRATION

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

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

Applicants to the MBA in Professional Accountancy program:

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

ECONOMIC CRIME MANAGEMENT

Applicants to the Economic Crime Management program must have:

- A letter of support from the applicant's employer.
- Two letters of reference.

EDUCATION

Applicants to the Childhood Education Program:

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

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

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

Applicants to the Childhood and Special Education Program:

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

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

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

Applicants to Adolescence Education, and Adolescence and Special Education Programs:

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

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

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

Applicants to Adolescence Education Apprenticeship Teacher Certification Program:

- Bachelor's degree from an accredited institution
- Overall GPA of 3.0 on a 4.0 scale
- Two letters of recommendation
- A major in the subject area they wish to teach
- Passing scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) in the subject area they wish to teach

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

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

Applicants to the Special Education Teacher Certification Program and Leadership and Instruction for Inclusive Classrooms Program:

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

Applicants to the Educational Leadership and Administration Programs:

- Bachelor's degree from an accredited institution
- Overall GPA of 3.0 on a 4.0 scale
- Two letters of recommendation
- Scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)
- Must hold an initial, professional, or permanent teaching certificate

Applicants to the Certificate of Advanced Study in Educational Leadership (CAS) – School District Leader, School Building Leader:

- Completed application
- Bachelor's degree from an accredited institution
- Must hold an initial, professional or permanent teaching certificate
- Current resume with at least three references with current phone numbers
- Three letters of recommendation:
    1) One from a school administrator
    2) One from an immediate supervisor
    3) One from a practicing administrator of their choice

Internal transfers within the Education department:

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

HEALTH CARE ADMINISTRATION

Applicants to the Health Care Administration program must have:

- Bachelor's degree from an accredited institution
- Overall GPA of 3.0 on a 4.0 scale
- Two letters of recommendation
- An essay detailing the potential student's intellectual goals.

LIBERAL STUDIES

Applicants to the Liberal Studies program must have:

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

Exceptions may be made at the discretion of the graduate liberal studies committee if the student's activities since college demonstrate the ability to succeed in graduate study. Students admitted who do not meet the minimum requirements will be on probationary status. After the completion of three classes (9 credits), the student must have a 3.0 GPA to remain in the program.

OCCUPATIONAL THERAPY

Applicants to the Occupational Therapy program must:

- Complete 25 hours of volunteer/observation experience with an occupational therapy practitioner in a minimum of two different practice settings and a reflective summary of those experiences;
- Have an overall cumulative GPA of at least 3.0 (on a 4.0 scale) and successful completion of designated prerequisite courses with a minimum grade of C;
- Pass a physical health examination, completion of designated health requirements, and accident and health insurance; and
- Have CPR certification for adult/child/infant.

Detailed requirements are available in the Occupational Therapy Office, 236 White Hall, (315) 792-3146.

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

For more information:

National Field Placement Services
Connie Roffey
Fieldwork Placement Coordinator
Ph: 1 866 294 5160
email: connie@megram.com

PHYSICAL THERAPY (DPT)

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

- A bachelor's degree with a "B" average (3.0 or higher) from an accredited institution.
- Two personal recommendations (one from a currently practicing physical therapist and one from an academic professor).
- Test scores for the Graduate Record Examination Aptitude Test (General Test), or equivalent e.g. MCAT, DAT, OPT test scores.
- For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination.
- Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area. More than one experience is required (total 40 hours). Complete a Clinical Observation Sheet for each experience. Complete at least 10 hours of this experience in an acute care/ hospital setting with the remainder of the experience in one or more other settings.
- An academic history that includes the courses listed below. All courses should have been taken through the appropriate departments, e.g. Biology, Chemistry, Physics, Psychology. All prerequisite courses must have been completed prior to the start of the Physical Therapy Program. All science courses must have been taken within 10 years prior to applying. Students must earn grades of "B" or better in all prerequisite courses.

a. **Biological Sciences:** two courses (anatomy/ physiology course with laboratory would meet this requirement).

b. **Upper Level Science:** one upper level course (300–400) of at least 3 credits with a biology focus. This course can be taken through another department such as Exercise Science or Kinesiology but preferably should be taken through the biology department. Examples of courses that would fulfill the requirement are: Neuroscience, Principles of Motor Control, and Biology of Aging.

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

d. **Psychology:** three courses.

e. **Statistics:** one course. (Content should include descriptive statistics, differences between two means, correlation, and beginning concepts of analysis of variance.)

TRANSITIONAL PROGRAM IN PHYSICAL THERAPY (TDPT)

Applicants who are licensed physical therapists and are applying to the transitional Doctor of Physical Therapy program (tDPT) must provide proof of licensure. Applicants must provide copies of all current physical therapy licenses in the United States, including the dates obtained. Graduates of Utica College's Master of Physical Therapy program need complete only the five core courses. Graduates of programs other than the Utica College Master's program may request to have any of the additional required non-core classes waived. For details on the waiver process, see the application form.

Financial Aid Policies and Procedures

ACADEMIC PROGRESS

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

1. Standards for Receiving Aid:
   a. Full-time graduate students must earn an average of 5 credits per semester, complete a master's program within 6 academic years, and maintain a cumulative GPA of 2.0 or better after their first academic year.

   b. Part-time graduate students (i.e., students registered for fewer than 9 credit hours per semester) must earn at least 50 percent of the credit hours attempted and must maintain a cumulative GPA of 2.0 or better after their first academic year.

2. Standards for New York State Tuition Assistance Program (TAP): Note that the criteria for the TAP satisfactory progress differs from the federal and Utica College satisfactory academic progress criteria.

T.A.P. pmt. no.	Min. no. new credits required*	Credits required prev. sem.**	Total earned credits	Min. cumulative
1	12	0	0	0
2	12	12	6	2.2
3	12	12	12	2.4
4	12	12	21	2.6

* Credit equivalent units: Master's thesis in progress (9 hours maximum); preparation for comprehensive/ qualifying examinations (6 hours maximum); other preparation as approved (12 hours maximum).

** Failing grades are included in the number of credits completed per semester. Incomplete grades are not completed credits and are calculated as failing in the GPA. Only passing grades are included in the number of credits earned.

3. Failure to Meet Academic Standards: Students who fail to meet the criteria for federal, College, and/or TAP for satisfactory academic progress will be notified by the Office of Student Financial Services. Students should contact their Student Financial Services counselor to discuss their options. Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, 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 Dean of Student Success 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 Student Financial Services.

FINANCIAL AID

1. **Forms of Aid:**

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

2. **Sources of Aid:**

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

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

ii. Loan Schedule: Graduate students may borrow up to $20,500 per academic year. Students are eligible for a full interest subsidy during the time they are 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 fixed and changes annually on July 1.

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

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

3. Application Procedures for Financial Aid (2008-2009):

a. Students must file 2008-2009 FAFSA at www.fafsa.ed.gov.

b. Students must provide documentation of all income by the deadline, if requested, to the Office of Student Financial Services. Documentation includes, but is not limited to, signed income tax forms, 1099 forms, and letters from sources such as social security, welfare, pension, etc.

c. Students only need to return the award letter if they are declining any portion of aid offered.

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

a. Submit a letter of appeal and a complete application form to the Office of Student Financial Service.

b. If the student remains dissatisfied with the award, the student may request in writing a review by the Admissions and Financial Aid Committee. The committee will not review requests for changes of an individual award that entail a revision of general policies.

RETURN OF TITLE IV

Utica College follows prescribed regulations when determining the amount of Title IV aid that will be returned to the Federal Processor if a student receiving such aid officially withdraws from all courses, drops out, or is expelled from the College on or after his or her first day of classes.

TUITION AND EXPENSES

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

For a list of current tuition rates, fees, and other expenses, contact the School of Graduate and Extended Studies at (315) 792-3001.

Academic Policies and Procedures

ABSENCES

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

ACADEMIC DISMISSAL

A warning letter will be issued to any student who receives a grade of C or has a GPA of less than 3.0 after having completed 12 credit hours. A copy of this letter will go to the student's adviser. A letter of dismissal will be issued by the Academic Standards Committee to any student who has a GPA of less than 3.0 after having completed 21 credit hours, or who receives three grades of C or one grade of F. This dismissal decision can be appealed to the Academic Standards Committee. Students who wish to appeal should consult with Academic Support Services.

ACADEMIC FREEDOM

Utica College fully affirms the principle of academic freedom and endorses the American Association of University Professors Statement on the Academic Freedom of Students. The preamble of that statement is quoted below.

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

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

ACADEMIC PROGRESS

Any student whose academic record falls below Utica College standards, or otherwise indicates an inability to meet program retention criteria, may be denied permission for further study. All requirements for master's degree programs must be completed within six years of the initial date of matriculation in the program. Failure to observe the six-year limitation shall result in dismissal from the program.

ADVISING

All matriculated students are required to contact their advisers 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 the Course Selection Sheet is not signed. Subsequent course schedule changes also require approval. Students enrolling in programs with a distance education format may fulfill this requirement via computer or other technology, provided the faculty member approves the course selections.

ANIMAL SUBJECTS IN RESEARCH

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

ATHLETIC ELIGIBILITY

Eligibility for intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the New York State Women's Collegiate Athletic Association (NYSWCAA). Regulations require that a student be matriculated full-time with a minimum of 12 semester hours to be eligible for intercollegiate athletics. Additionally, a student must maintain good academic standing according to the requirements of the graduate program.

AUDITING

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

CLINICAL EDUCATION EXPERIENCE

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

COMPLAINT PROCEDURE

See Grievance Procedure.

CONFIDENTIALITY FOR STUDENT EMPLOYEES

See Student Employees.

CONTINUOUS ENROLLMENT

Students who have completed all of the course requirements for their graduate degree, except for the thesis, research project, or comprehensive exam, must maintain continuous enrollment until their final thesis or project has been approved or the comprehensive exam has been taken. This can be accomplished by enrolling in UCC 997 and paying the appropriate tuition every semester until completion. The six-year time limit for completion of the degree includes all time accumulated through enrollment in UCC 997. Failure to enroll in UCC 997 will result in loss of matriculated status.

COURSE CHANGES

The College reserves the right to cancel any course if registration for it does not justify continuance and to make changes in courses, regulations, curricula, and fees at any time.

CURRICULUM CHANGES

See Course Changes.

DEFERRED ENTRY

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

DISMISSAL

See Academic Dismissal.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

See Student Records.

FIELD EXPERIENCE IN CAREER PROGRAMS, ELIGIBILITY FOR

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

FINANCIAL CHANGES

The College reserves the right to make changes in tuition and fees at any time.

FORMS

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

GRADE CHANGES

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

GRADE POINT AVERAGE

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 a C+, 2.0 for C, and 0 for F. Grades of AU and P are not calculated into the grade point average. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours for each course. In this catalog, the number of credit hours is indicated in parentheses after the course listing.

GRADING SYSTEM

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

A grade of Incomplete (I) 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 a grade of Incomplete must be completed by both the student and the instructor and requires the approval of the assistant vice president for academic affairs/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 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 the Incomplete to a grade can be clearly identified. An Incomplete may affect student financial aid. Contact the Office of Student Financial Services for more information.

For courses that extend beyond the end of the 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.

GRADUATION APPROVAL

To be approved for graduation, a student must (a) complete all course requirements with satisfactory academic standing including a minimum cumulative grade point average of 3.0, (b) submit to the Registrar's Office a Diploma Request Card at the beginning of the semester at the completion of which the student anticipates graduating, (c) obtain acceptance of the thesis or project from the committee members or pass the comprehensive exam, (d) if appropriate, deposit two required copies of the thesis or project in the office of the dean of their school and obtain approval from that office, and (e) satisfy all financial obligations to the College, including the graduation fee. Verification of completion of the requirements for graduation is achieved by the student submitting to the dean of their school either a completed Graduate Degree Approval Form (Thesis) or a Graduate Degree Approval Form (Exam), whichever is appropriate. When all of these criteria have been met, the dean shall recommend the student to the vice president for academic affairs for certification by the Faculty Senate that the student has met all of the requirements for graduation.

GRIEVANCE AND COMPLAINT PROCEDURES

Students who believe that they have been treated unfairly by the College have the right to file a grievance or complaint. Students are encouraged to resolve complaints informally with the faculty or administrators most closely involved in the alleged problem. If a student wishes to take more formal action, the student may file a complaint. In resolving complaints, the College will adhere to the following principles: (1) the College will attempt to investigate and resolve formal complaints in a reasonable time frame; (2) final determination of formal complaints will be made by a person or persons not directly involved in the alleged problem; (3) no adverse action will be taken against anyone for filing a complaint.

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

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

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

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

HUMAN SUBJECTS IN RESEARCH

Federal regulations developed by the National Institute of Health require the protection of the rights of human subjects used in research of any kind. Utica College acknowledges its responsibility for protecting the rights and welfare of human subjects of research. The College's policies and procedures are consistent with the applicable federal regulations and apply to all activities which include research with human subjects and: (1) are sponsored by the College; or (2) are conducted by or under the direction of any employee, student, or agent of the College in connection with his or her institutional responsibilities; or (3) are conducted by or under the direction of any employee, student, or agent of the College using any property or facility of the College; or (4) involve the use of the College's non-public information.

Utica College policy states that no research with human subjects shall be conducted until the Institutional Review Board has approved the research protocol. Before such approval is granted, proper consideration shall be given to the risks to the subjects, the anticipated benefits to the subjects and others, the importance of the knowledge that may reasonably be expected to result, and the informed consent process to be employed.

Further information on the use of human subjects in research may be found in the Utica College publication "Policies and Procedures for Protecting Human Research Subjects" available in the Office of the Vice President for Academic Affairs and on the Web at www.utica.edu/ges. To obtain a copy call (315) 792-3122 or (315) 792-3001.

INDEPENDENT STUDY OR PROJECT

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

INTELLECTUAL HONESTY

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

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

INTELLECTUAL RIGHTS

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and the right to determine the form, manner, and terms of publication and distribution. Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violation of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations may be grounds for sanctions against any member of the academic community.

LEAVE OF ABSENCE

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete a Leave of Absence form, provide appropriate documentation where requested, obtain the signatures of the program director and the school dean. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree.

MAKE-UP EXAMINATIONS

If a student is unable to take a scheduled examination, a make-up examination in a course may be given at the discretion of the faculty member. Such examinations must be taken during the semester in which the examination was missed, unless a grade of Incomplete

is given for sufficient reason. This does not include comprehensive examinations. Students who are unable to take a comprehensive examination on the scheduled day must wait until the next scheduled offering.

PETITIONS

See Grievance and Complaint Procedures.

POLICY AND PROCEDURE CHANGES

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

REFUND POLICY

The date on which a student notifies the School of Graduate and Extended Studies of his or her complete withdrawal will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees (see also the housing policy in the student handbook). The following refund schedule applies only to the standard fall and spring terms for complete withdrawal from the college.

Tuition

90% through the end of week 2 of the term
50% through the end of week 4 of the term
25% through the end of week 7 of the term

See the Schedule of Classes for your program for the specific applicable term dates.

For courses offered in the 8 week sessions, please consult our Web site.

Room

100% refund through the end of week 2 of the term

Board

100% prior to the first meal offered, pro-rated through the end of week 9 of the term

If a student partially withdraws (e.g. one of two classes) no refund applies, no matter how tuition has been paid.

RETURN OF TITLE IV

Utica College follows prescribed regulations when determining the amount of Title IV aid that will be returned to the Federal Processor. If a student receiving 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.

PROFESSIONAL BEHAVIOR

Utica College expects its faculty and students to observe traditional canons of scholarly discourse, academic behavior, and due process. Students, as well as faculty, are expected to exhibit the high level of personal integrity that society must demand of professionals. Utica College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all its members. The exercise of these rights must not violate the free exercise of the same rights by other members of the community. Failure to comply with these standards may result in dismissal from the College. For further information consult the retention policies of the individual graduate programs.

REPEATING A COURSE

A student may repeat only two courses. Only courses in which the student earned a grade of B-, C+, or C may be repeated and a course may be repeated only with the written permission of the relevant program director.

RESEARCH REQUIREMENTS

1. **Policy:**
   In keeping with the requirements of the New York State Department of Education, Utica College requires that all graduate students complete one or more of the following: a thesis based on independent research, an appropriate special project, or a comprehensive exam. At Utica College, individual graduate programs have program-specific research requirements. For complete information and requirements, students must obtain a copy of "Research Policies and Procedures" or "Comprehensive Exam Policies and Procedures" from the program in which they are matriculated.

2. **Thesis or Project Procedures:**

   a. Thesis or Project Committee: Each graduate thesis or project requires a committee of up to three members including a sponsoring faculty member from the department in which the student is matriculated and up to two additional members, of whom only one may be from the same program as the sponsoring faculty member. All committee members must be approved by the director of the program in which the student is matriculated.

   b. Proposal: Each student must submit a proposal and have it approved prior to beginning the research thesis or project. For complete information and requirements for the proposal, students must obtain a copy of the Research Proposal Requirements document from the program in which they are matriculated. Once the proposal is completed, it must be signed by all members of the student's committee. Signature by all committee members constitutes approval of the proposal. Copies of the approved proposal, along with a list of committee members, must be submitted by the student to the Institutional Review Board, the assistant vice president for academic affairs/dean, the director of the program in which the student is matriculated, and each committee member.

   c. Approval of Thesis or Project: The student must make the completed thesis or project available to each committee member at least 10 weeks prior to the anticipated date of graduation. Following receipt of the completed thesis or project, the committee may recommend (i) acceptance, (ii) conditional acceptance with minor modifications requiring approval by the sponsoring faculty member, (iii) conditional acceptance with major modifications requiring approval by each of the committee members, or (iv) rejection. When the thesis or project is accepted, the student is responsible for submitting to the Office of the Assistant Vice President for Academic Affairs/Dean, no later than five weeks before the anticipated date of graduation, two unbound copies of the text on acid-free or archival-quality paper. The thesis or project receives final approval when approved by the Office of the Assistant Vice President for Academic Affairs/Dean. The Office of the Assistant Vice President for Academic Affairs/ Dean shall deposit one copy in the College library and one copy in the department office.

For further information on research policies and procedures, see the publication "Graduate Research Policies and Procedures." This document is available in the Graduate and Extended Studies Office, or on the Graduate Studies Web site at www.utica.edu/ges.

3. **Comprehensive Exam Procedures:**
   Comprehensive exams are offered once a semester by the relevant academic program. For details of dates and locations, see the program's handbook or Web site. No make-up exams are offered. If a student is unable to take an exam at the scheduled time and place, he or she must wait until the next regularly scheduled offering. Students who have completed their coursework and are preparing to take a comprehensive exam must enroll in UCC 997 – Continuous Enrollment. See "Continuous Enrollment."

RESIDENCY

It is expected that all graduate credits shall be taken at Utica College. The acceptance of transfer credit and other exceptions to the residency policy are at the discretion of the graduate program director and the assistant vice president for academic affairs/ dean. Both the program director and the assistant vice president for academic affairs/dean must give written approval for these exceptions.

SCHEDULE CHANGES

1. Any change in schedule must be approved by the Office of the Registrar to become effective. Failure to do so will result in a grade of F for the course.
2. Semester courses may be added or changed only during the first week.
3. Semester courses may be dropped without academic penalty no later than two weeks after the official mid-term date of each term.

4. The schedule of deadline dates for add, change, and drop of courses is published each semester.
5. Courses dropped after the official drop date will receive a grade of WF.
6. Schedule changes require the signature of an adviser.
7. See "Refund Policy" for details of tuition refunds and Return of Title IV.

STUDENT EMPLOYEES, CONFIDENTIALITY FOR

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

STUDENT RECORDS, ACCESS TO AND RELEASE OF

Students have the right to access and control access to their educational records as provided in the federal Family Educational Rights and Privacy Act, 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 Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
   d. The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
   e. The Office of Opportunity Programs maintains files for students enrolled in those programs containing 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 student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the 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 School of Graduate and Extended Studies maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the assistant vice president for academic affairs/dean, 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 Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the coordinator of media relations.

l. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.

2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:

c. Utica College officials, faculty members, and employees—including student employees, trustees, and persons under contract to the College—who have legitimate educational interests.

d. 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.

e. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.

f. Accrediting organizations in order to carry out their accrediting functions.

g. In compliance with judicial order pursuant to any lawfully issued subpoena.

h. Parents of students who are dependents of their parents for income tax purposes.

3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.

4. Records maintained in the Office of the Registrar constitute the official record and are maintained permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.

5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of $1 for the first page requested and 10 cents for each additional page, with the exception of transcripts which will be made available at a charge of $5 per copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing.

The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.

7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home town, home address, residency status, campus or local address, telephone number, e-mail address, date and place of birth, academic level, major field of study, weight and height of athletic team members, dates of attendance at Utica College, registration status (full- vs. part-time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. Students who do not wish to have 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.

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

STUDY AT OTHER INSTITUTIONS

See Transfer Credit.

TRANSCRIPTS

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

TRANSFER CREDIT

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

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

WITHDRAWAL

Students who withdraw from the College must notify the office of their school and the Office of Student Financial Services. 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 the student will not be eligible to receive a refund. Students who withdraw from the College up to two weeks after the official midterm date of the term will receive grades of WD (withdrawn). Students who withdraw after the date will receive grades of WF. Students may be placed on probation, depending on the conditions of their withdrawal. Students who receive aid may also be subject to a Return of Title IV calculation and may fail to make successful academic progress, resulting in the loss of eligibility for financial aid.

Programs Of Study

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

The Graduate Education Program is approved by the New York State Education Department. The Utica College Teacher Certification programs, which are designed to ground students in the values, knowledge, and practices for teachers and leaders in inclusive classrooms and schools in the belief that educators can facilitate learning for all children, are accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 26, 2006 to June 26, 2011.

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

PROGRAM	HEGIS CODE	PAGE
Business Administration		
Economic Crime and Fraud Management (Master of Business Administration) *	0599.00	33
Professional Accountancy (Master of Business Administration) *	0502.00	35
Economic Crime Management (Master of Science) *	2105.00	36
Education		37
Childhood Education (Master of Science)	0802.00	39
Childhood and Special Education (Master of Science)	0802.00	40
Adolescence and Special Education (Master of Science)	0803.00	41
Adolescence Education (Master of Science)	0803.00	42
Adolescence Education – Apprenticeship Teacher Certification (Master of Science)	0899.50	43
Special Education Teacher Certification (Master of Science)	0808.00	44
Leadership and Instruction for Inclusive Classrooms (Master of Science in Education)	0801.00	45
Educational Leadership and Administration (Master of Science)	0828.00	46
Certificate of Advanced Study: School Building Leader (CAS)	0828.00	47
Certificate of Advanced Study: School District Leader (CAS)	0827.00	48
Gerontology (Advanced Certificate) *	2299.10	49
Health Care Administration (Master of Science) *	1202.00	50
Homeland Security Risk Assessment (Certificate) *	2105.00	51
Liberal Studies (Master of Science)	4901.00	52
Occupational Therapy (Master of Science)	1208.00	55
Occupational Therapy (Transitional Master of Science) *	1208.00	58
Physical Therapy (Doctor of Physical Therapy)	1212.00	59
Physical Therapy (Transitional Doctor of Physical Therapy - tDPT) *	1212.00	62

**Indicates Online Program*

MBA - Economic Crime and Fraud Management

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

The Master of Business Administration degree program in Fraud Management provides students who have completed their undergraduate education in related academic areas or students currently employed in law enforcement or industries impacted by fraud or security issues to obtain professional skills in management specific to the prevention and detection of fraud. The program, which can be completed in two-and-one-half years of part-time study, utilizes a flexible distance learning format, two on-campus residencies (a three-day residency during the term when students enroll in their first management core course [MGT 601], and a three-day residency during the term that students enroll in the second management core course [MGT 602]), and study at home.

"After becoming an investigator in 1999, I sought to be an expert in my field. I was looking for a broad-based program, and UC has certainly provided that. You can't put a price on the experience of these professors. Learning more about loss prevention has enabled me to implement new controls in my work."

MARC OLDFIELD
Ecconomic Crime and Fraud Management
Fraud Analyst
Dell Inc.
Austin, TX

ACADEMIC REQUIREMENTS 30 CREDIT HOURS
(PLUS PREREQUISITES)

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

Management Courses

MGT 601 – Core Topics in Management I (6)
MGT 602 – Core Topics in Management II (6)
MGT 619 – Strategic Management and Leadership (3)
ECN 607 – Quantitative Analysis for Management (3)

Fraud Management Required Courses

ECM 603 – Management of Fraud Prevention and Detection (3)
ECM 604 – Seminar in Fraud Management (3)

Fraud Management Elective Courses

Select two electives from the following:

ECM 535* – Legal and Investigative Issues for Fraud Management (3)
ECM 623 – Advanced Fraud Investigation and Analysis (3)
ECM 632 – Information and Communication Security (3)

UC COURSE SATISFYING PREREQUISITES

Principles of Microeconomics:
ECN 511 – Economic Analysis of Public Policy Issues

Financial and Managerial Accounting:
ACC 501 – Introduction to Accounting

Principles of Management/Marketing:
MGT 501 – Management and Marketing

Corporate Finance:
FIN 533 – Corporate Finance

Law of Economic Crime and Economic Crime Investigation:
ECM 535* – Legal and Investigative Issues for Fraud Management

**If taken as prerequisite, ECM 535 still counts as a concentration elective.*

ONLINE PROGRAM

MBA - Professional Accountancy

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

The curriculum for the MBA in Professional Accountancy consists of a 12-semester hour Business Core that integrates economics and functional business subjects. The Business Core also includes a comprehensive Web-based business simulation exercise. Students participate in two three-day on-campus seminars at the beginning of each business core course. The rest of the program is entirely on-line. Taking two classes per term, students meeting all prerequisites can complete the program in five to six semesters. Summer classes are taught over an 8-week term. The Fall and Spring semesters are 15 weeks in length. The concentration includes required courses in advanced managerial accounting and professional practice. Elective classes include study of tax issues in managerial decisions, assurance, forensic audit, and computer auditing. Students also have the option of taking an elective in Economic Crime Investigation from the classes offered for the MBA concentration in Fraud Management.

ACADEMIC REQUIREMENTS

Business Core

MGT 601 – Core Topics in Management I (6)
MGT 602 – Core Topics in Management II (6)
MGT 619 – Strategic Management and Leadership (3)
ECN 607 – Quantitative Analysis for Management (3)

Required Accounting Classes

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

Elective Accounting Classes in the MBA Concentration

Select two electives. One elective may be selected, with the approval of the student's adviser, from any course in the MBA in Economic Crime and Fraud Management program for which the student has satisfied prerequisites.

ACC 603 – Taxes and Business Strategy (3)
ACC 604 – Seminar in Assurance and Forensic Auditing (3)

ONLINE PROGRAM

Economic Crime Management

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

The Economic Crime Management program has been recognized with an *Award of Excellence* from the University of Continuing Education Association.

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

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

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

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

Economic Crime Courses (12 credit hours)

ECM 621 – Advanced Economic Crime (3)
ECM 622 – Legal Concepts of Criminal Fraud and Corporate Criminal Liability (3)
ECM 626 – Financial Investigations (3)
ECM 637 – Fraud Management: Risk Management and Compliance

Technology Courses (9 credit hours)

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

Analytical Skills (3 credit hours)

ECM 642 – Advanced Fraud Analysis (3)

Cumulative Experience (6 credit hours)

ECM 651 – Professional Project I (3)
ECM 652 – Professional Project II (3)

or

ECM 653 – Thesis I (3)
ECM 654 – Thesis II (3)

Education

Ten graduate level programs of study are available for students interested in pursuing master's degrees in education.

- **The Master of Science degree program in Childhood Education** is designed for students who seek certification to teach children in grades 1–6.
- **The Master of Science degree program in Adolescence Education** is designed for candidates seeking certification to teach biology, chemistry, English, math, physics, or social studies to students in grades 7–12.
- **The Master of Science degree program in Childhood and Special Education** is designed for candidates seeking initial certification in both childhood and special education.
- **The Master of Science degree program in Adolescence and Special Education** is designed for candidates seeking initial certification in both adolescence and special education.
- **The Adolescence Education—Apprenticeship Teacher Certification Program** is a specialized option for students in the high-need teaching areas of foreign language, math, science, and technology education. The program leads to the Master of Science degree. Students in this program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district.
- **The Master of Science degree program in Special Education Teacher Certification** is designed for candidates who have initial, provisional, or professional certification in early childhood, childhood, or adolescence education and who wish to add certification in special education.

- **The Master of Science in Education degree program in Leadership and Instruction for Inclusive Classrooms** provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms. The Master of Science in Education degree program provides courses of study appropriate for students seeking permanent or professional teacher certification at any grade level.
- **The Master of Science Degree program in Educational Leadership and Administration and the Certificate of Advanced Study (CAS) programs in School Building Leader and School District Leader** are designed for candidates seeking New York State Certification as school building leader (principal) or school district leader (superintendent).

Graduates will understand and know how to apply the New York State Learning Standards to their daily lesson and curriculum planning for all students; demonstrate leadership skills in community and professional contexts; use technology to enhance their teaching; and adopt a variety of technological solutions in their classrooms for all students. Graduates will also have the knowledge, values, and teaching practices necessary for quality inclusive teaching; understand the importance of collaboration and possess the skills necessary to collaborate effectively with family, community, and colleagues; and use critical thinking, problem solving, and methods of inquiry in professional contests.

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

NON-MATRICULATED STUDENTS

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

INTERNAL TRANSFERS WITHIN THE EDUCATION DEPARTMENT

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

CHILDHOOD EDUCATION

Grades 1–6, Master of Science Degree

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 5-9 may do so by taking additional courses.

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

- 6 credits in each of the following areas: English, science, math, history; and
- one year of college level study in a language other than English; and
- one course in the fine arts.
- See page 14 for other requirements.

ACADEMIC REQUIREMENTS (49 CREDIT HOURS)

Required Courses (31 credit hours)*

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

Content Area Electives (choose two; 6 credit hours)

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

Student Teaching Internship (12 credit hours)

EDU 571 – Student Teaching Seminar (0)
and
EDU 575 – Student Teaching I (6)
EDU 576 – Student Teaching II (6)

or

EDU 577 – Mentored Internship I (6)
EDU 578 – Mentored Internship II (6)

Thesis or Comprehensive Exam

MIDDLE CHILDHOOD EXTENSION

MAY BE TAKEN IN CONJUNCTION WITH CHILDHOOD (1-6) EDUCATION PROGRAM

Grades 7–9

Academic Requirements (9 credit hours)

EDU 503 – Literacy and Comprehension: Middle Adolescent (3)
EDU 512 – Practical Teaching Methodologies (3)
EDU 533 – Adolescent English/Language Arts Methods (3)
or
EDU 534 – Adolescent Social Studies Methods (3)
or
EDU 535 – Adolescent Mathematics Methods (3)
or
EDU 537 – Adolescent Science Methods (3)

** Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.*

CHILDHOOD AND SPECIAL EDUCATION

Grades 1–6, Master of Science Degree

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood and Special Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 5–9 may do so by taking additional courses.

In addition to the requirements of the Childhood Education Program (see page 14), students must meet the following requirements (which may be satisfied at either the graduate or undergraduate level):

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

ACADEMIC REQUIREMENTS (58 CREDIT HOURS)

Required Courses (40 credit hours)

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

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (12 credit hours)

EDU 571 – Student Teaching Seminar (0)
and
EDU 575 – Student Teaching I (6) ***or*** EDU 577 – Mentored Internship (6)
EDU 576 – Student Teaching II (6) EDU 578 – Mentored Internship (6)

Thesis or Comprehensive Exam

** Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.*

ADOLESCENCE AND SPECIAL EDUCATION

Grades 7–12, Master of Science Degree

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

In addition to the requirements of the Adolescence and Special Education Program, students must meet the following requirements (which may be satisfied at either the graduate or undergraduate level):

- one year of college-level study in a language other than English
- See pages 14 for other requirements.

ACADEMIC REQUIREMENTS (55 CREDIT HOURS)

Required Courses (37 credit hours)

EDU 501 – Foundations of Literacy (3)
EDU 503 – Literacy and Comprehension: Middle-Adolescent (3)
EDU 511 – Introduction to Teaching (1) *
EDU 512 – Practical Teaching Methodologies (3)
EDU 521 – Foundations of American Education (3)
EDU 525 – Assessment of Children and Youth with Special Needs (3)
EDU 527 – Adolescence Special Education Methods (3)
EDU 528 – Methods and Curriculum: Pervasive Disabilities (3)
EDU 533 – Adolescent English/Language Arts Methods (3)

or

EDU 534 – Adolescent Social Studies Methods (3)

or

EDU 535 – Adolescent Mathematics Methods (3)

or

EDU 537 – Adolescent Science Methods (3)
EDU 615 – Learning and Cognition (3) *
EDU 621 – Inclusive Classroom Strategies I (3)
EDU 632 – Data-Based Decision Making (3) *
PSY 604 – Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (12 credit hours)

EDU 571 – Student Teaching Seminar (0)

and

EDU 575 – Student Teaching I (6) ***or*** EDU 577 – Mentored Internship (6)
EDU 576 – Student Teaching II (6) EDU 578 – Mentored Internship (6)

Thesis or Comprehensive Exam

** Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.*

ADOLESCENCE EDUCATION

Grades 7–12, Master of Science Degree

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

In addition to the requirements of the Adolescence Education Program, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

- one year of college-level study in a language other than English
- See pages 14 for other requirements.

ACADEMIC REQUIREMENTS (46 CREDIT HOURS)

Required Courses (28 credit hours)

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

Content Area Electives (6 credit hours)

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

Student Teaching Internship (12 credit hours)

EDU 571 – Student Teaching Seminar (0)
and

EDU 575	–	Student Teaching I (6)	***or***	EDU 577	– Mentored Internship I (6)
EDU 576	–	Student Teaching II (6)		EDU 578	– Mentored Internship II (6)

Thesis or Comprehensive Exam

** Students are advised to take EDU 511, EDU 615, and EDU 632 early in their sequence of study.*

MIDDLE CHILDHOOD EXTENSION

MAY BE TAKEN IN CONJUNCTION WITH ADOLESCENCE (7–12) EDUCATION PROGRAM

GRADES 5–6

Academic Requirements (12 credit hours)

EDU 502 – Literacy and Comprehension: Birth-Childhood (3)
EDU 516 – Social Studies/Literacy Methods: Birth-Childhood (3)
EDU 544 – Science and Technology Methods, Birth-Childhood (3)
EDU 545 – Mathematics Methods, Birth-Childhood (3)

ADOLESCENCE EDUCATION APPRENTICESHIP — TEACHER CERTIFICATION PROGRAM

Master of Science Degree

This is a program of study designed for candidates who possess a baccalaureate degree with a college major in a high-need subject area (currently French, Spanish, biology, chemistry, earth science, physics, mathematics, or technology) with a minimum cumulative undergraduate grade point average of 3.0 and who have received passing scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) in the subject area they plan to teach. Students in the Adolescence Education – Apprenticeship Teacher Certification Program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district.

In addition to the requirements of the Adolescence Education – Apprenticeship Teacher Certification Program, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

- one year of college-level work in a language other than English
- See page 14 for other requirements.

ACADEMIC REQUIREMENTS (35 CREDIT HOURS)

Required Courses (29 credit hours)

EDU 506 – Foundations of Teaching (9)
EDU 507 – Mentoring I (1)
EDU 508 – Mentoring II (1)
EDU 524 – Methods of Teaching in the Content Areas (3)
EDU 503 – Literacy and Comprehension: Middle Adolescence (3)
EDU 501 – Foundations of Literacy (3)
EDU 615 – Learning and Cognition (3) *
EDU 621 – Inclusive Classroom Strategies (3)
EDU 632 – Data-Based Decision Making (3) *

Content Area Electives (6 credit hours)

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

Thesis or Comprehensive Exam

**Students are advised to take EDU 615 and EDU 632 early in their sequence of study.*

SPECIAL EDUCATION TEACHER CERTIFICATION PROGRAM

Master of Science Degree

This is a program of study for candidates who have initial certification and wish to add certification in special education and are seeking to meet the New York State requirements for permanent or professional certification.

See page 14 for other requirements.

ACADEMIC REQUIREMENTS (39 CREDIT HOURS)

Required Courses (27 credit hours)

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

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (6 credit hours)

EDU 571 – Student Teaching Seminar (0)
EDU 575 – Student Teaching I (6)

Thesis or Comprehensive Exam

**Students are advised to take EDU 615 and EDU 632 early in their sequence of study.*

LEADERSHIP AND INSTRUCTION FOR INCLUSIVE CLASSROOMS

MASTER OF SCIENCE IN EDUCATION DEGREE

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

See page 14 for other requirements.

ACADEMIC REQUIREMENTS (32 CREDIT HOURS)

Required Courses (26 credit hours)

EDU 604 – Inclusive Practicum (2)
EDU 615 – Learning and Cognition (3) *
EDU 616 – Environmental Design for Effective Inclusion (3)
EDU 621 – Inclusive Classroom Strategies I (3)
EDU 622 – Inclusive Classroom Strategies II (3)
EDU 625 – Leadership and Collaboration for Quality Inclusion (3)
EDU 626 – Current Issues in Inclusive Education (3)
EDU 632 – Data-based Decision Making (3) *
EDU 633 – Data Interpretation and Analysis (3)

Content Area Electives (6 credit hours)

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

Thesis or Comprehensive Exam

**Students are advised to take EDU 615 and EDU 632 early in their sequence of study.*

Utica College is at the forefront of educational administration programs, with the initiation of leadership programs in 2006. Options include a master's degree in educational leadership and administration, as well as two certificates of advanced study (CAS) in the areas of school building leader and school district leader.

"Professionals seeking a degree in educational leadership know that the implications go far beyond the boundaries of the school walls. Educational leadership offers the opportunities for educators to address pressing issues in society, starting with our youth. UC students seek a strong understanding of every aspect of administration, including finance management and the political nature of education today. Administrators are faced with the challenge of equipping children with the broadest possible set of skills, so they can adapt to a changing world."

STEVEN KALIES, ED.D.
Associate Professor of Education

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

MASTER OF SCIENCE DEGREE

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

See page 15 for other requirements.

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Required Courses (36 credit hours)

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

Thesis or Comprehensive Exam

**Students are advised to take EDU 615 and EDU 632 early in their sequence of study.*

CERTIFICATE OF ADVANCED STUDY (CAS) SCHOOL BUILDING LEADER

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

See page 15 for other requirements.

ACADEMIC REQUIREMENTS (30 CREDIT HOURS)

Required Courses (30 credit hours)

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

CERTIFICATE OF ADVANCED STUDY (CAS) SCHOOL DISTRICT LEADER

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

See page 15 for other requirements.

ACADEMIC REQUIREMENTS (36 CREDIT HOURS)

Required Courses (36 credits)

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

Electives (24 credit hours)

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

Electives

EDU 615 – Learning and Cognition (3)
EDU 616 – Environmental Design for Effective Inclusion (3)
EDU 621 – Inclusive Classroom Strategies I (3)
EDU 622 – Inclusive Classroom Strategies II (3)
EDU 625 – Leadership and Collaboration for Quality Inclusion (3)
EDU 626 – Current Issues in Inclusive Education (3)
EDU 632 – Data-Based Decision Making (3)
EDU 633 – Data Interpretation and Analysis (3)

ONLINE PROGRAM

Advanced Certificate in Gerontology

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

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

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

ACADEMIC REQUIREMENTS (18 CREDIT HOURS)

Required Courses (9 Hours)

GNT 503 – Perspectives in Gerontology (3)
GNT 505 – Culture, Gender, and Aging (3)
GNT 695 – Capstone Project (3)

Electives (9 Hours, chosen according to professional interest)

ECN 535 – The Economics of Health and Health Care Policy (3)
GNT 603 – Public Health Care Policies of Aging (3)
GNT 605 – Social Service Delivery Issues (3)
GNT 613 – Grant-Writing, Program Planning and Evaluation (3)
GNT 615 – Community Design/Health and Mobility Issues (3)
GNT 616 – Living Communities/Planning (3)

ONLINE PROGRAM

Health Care Administration

There are three critical dimensions to Utica's online MS in Health Care Administration that are woven into each core course: management, leadership, and continuum of care. These dimensions are offered to help students understand the foundational theories that integrate with current and future best practices in health care. They are defined as:

Management:
Theoretical underpinnings of management practices in the service industry. The theories and concepts provide a foundation of understanding the "why" of the science of health care administration.

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

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

Graduates of Utica College's MS in Health Care Administration will be prepared to:

- Enter the health care workforce with an ability to function at an administrative level of competence in order to make sound financial, marketing, strategic planning, and human relations decisions
- Provide leadership qualities required in management positions in order to motivate and supervise employees
- Function within a continuum of care environment in order to meet the needs of long term care throughout the life span
- Communicate effectively with health care consumers, family members, third party reimbursement agencies, colleagues, and others

ACADEMIC REQUIREMENTS (41 CREDIT HOURS)

Required Courses (38 credits)

HCA 521 – Health Care Systems: A Continuum of Care (3)
HCA 525 – Organizational Leadership (3)
HCA 527 – Ethical and Legal Issues (3)
HCA 531 – Leadership in Marketing and Strategic Planning (3)
HCA 612 – Advanced Seminar (3)
HCA 613 – Health Care Administrator Leader (3)
HCA 614 – Quality Management and Performance Improvement in Evidenced Based Health Care (3)
HCA 615 – Human Resource Management (3)
ACC 501 – Introduction to Accounting (3)
GNT 503 – Perspectives in Gerontology (3)
ECN 535 – Introduction to Economics (3)
HCA 799 – Capstone Project (5)

Elective Courses (3 credits)

ANT 505 – Culture, Gender, Aging (3)
FIN 533 – Introduction to Financial Management (3)
GNT 603 – Long Term Care Policy (3)
HCA 621 – Nursing Home Administration (3)
HCA 627 – Health Informatics (3)
HCA 631 – International Health Care Systems (3)
HCA 645 – Clinical Research (3)

ONLINE PROGRAM

Certificate in Homeland Security Risk Assessment

The Certificate in Homeland Security Risk Assessment is a graduate-level program consisting of four courses designed to address the unique functions of risk assessment and mitigation performed by federal and state departments of homeland security and the private organizations that provide contractual services to those departments. The course material in this certificate program was developed in consultation with personnel in the U.S. Department of Homeland Security, Office of National Risk Assessment.

The certificate program consists of four courses and is offered in a flexible distance learning format with brief residencies, either on the Utica College campus or at designated federal or state facilities. This schedule allows students wishing to lead government agencies or private organizations in critical risk assessment or mitigation functions to acquire the requisite knowledge, skills, and vision with minimal impact on their full-time positions.

Students must meet the minimal academic requirements for graduate study at Utica College and must satisfy minimum computer equipment needs in order to participate in online classes. Students who complete the Certificate program may also apply their coursework toward the Master in Science degree in Economic Crime Management.

ACADEMIC REQUIREMENTS (12 CREDIT HOURS)

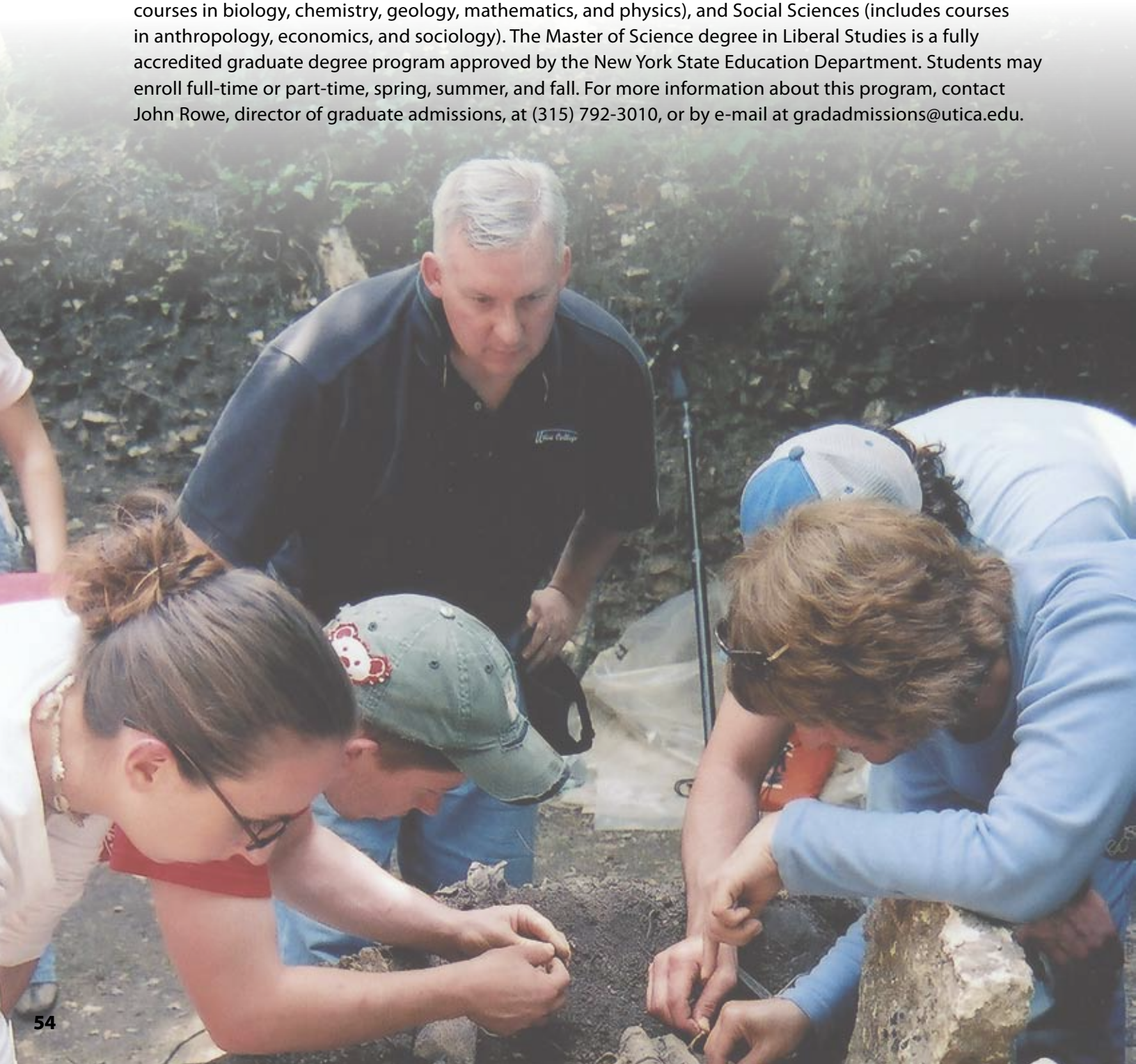
ECM 621 – Advanced Economic Crime (3)
ECM 625 – Homeland Security: Legal and Regulatory Issues (3)
ECM 634 – Information: Policy and Applications (3)
ECM 643 – Risk Assessment and Mitigation (3)

"Taking constitutional law as a junior in college sparked something in me … my greatest hope is to ignite that same spark in my own students. I love teaching and I love the study of law because it changes every day. It is exciting to be teaching in the area of homeland security. The legal issues as they apply to privacy and security will continue to evolve, and the impact of those issues upon operational risk assessment in homeland security is a challenging area of study and an important policy area for our students."

GEORGE CURTIS, J.D.
Professor of Criminal Justice

Liberal Studies

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



ACADEMIC REQUIREMENTS (31–37 CREDIT HOURS)

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

All students must:

- Take LST 604 (Graduate Liberal Studies Seminar) during the first 15 credit hours.
- Take LST 601 (Research and Writing in the Sciences) or LST 602 (Research in the Humanities) or LST 603 (Research Methods in the Social Sciences) during the first 15 credit hours.
- Take a minimum of four courses (12 credits) in one of the three areas of study. Students develop an interdisciplinary program of study that must be approved by the major professor in consultation with the thesis committee. Write a thesis or research project or complete a set of comprehensive exams. Students opting to write a thesis or research project must take LST 691 and LST 692 (Research I and II) which will help students complete their thesis or research project. Students are encouraged to determine a thesis or research project topic as early as possible in their program. Projects must be approved by the student's thesis committee.
- Students wishing to take comprehensive exams must submit a request that details why a comprehensive exam is more appropriate to their program of study than a thesis or project. This request must also include the fields of study the student believes are most appropriate to this exam and how the fields interrelate. If the exam option is approved by both the thesis committee and the M.S.L.S. committee, the thesis adviser will write two of the four questions for the exam. Two additional questions will be written by other members of the thesis committee. Once the written portion of the comprehensive exams is passed, students will then undergo an oral examination with their committee members. Students taking comprehensive exams will take LST 691 (Research I) and one additional course.

Foundational Methods Courses (4 credits)

LST 604 – Graduate Liberal Studies Seminar (1)

and select one of the following:

LST 601 – Research and Writing in the Sciences (3)
LST 602 – Research in the Humanities (3)
LST 603 – Research Methods in the Social Sciences (3)

Area of Study Courses (12 credits)
Select four from a single Area of Study.

"The master of science in liberal studies program allows students to develop a plan of study that meets their personal and professional needs. With course selections from the natural sciences, social sciences and humanities, they can immerse themselves in a particular area of study, but also integrate knowledge from different areas as well. Every plan of study is unique because each student is unique."

LARRY AARONSON, Ph.D.
Coordinator of Liberal Studies
Professor of Biology

Humanities:

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

Natural Sciences and Mathematics:

BIO 528 – Science and Fiction (3)
BIO 538 – Animal Behavior (3)
BIO 538L – Animal Behavior Laboratory (1)
BIO 543 – Neuroscience (3)
BIO 600 – Special Topics in Biology (3)
BIO 654 – "The Coming Plague": Emerging Infectious Diseases, Biological Weapons and Public Health (3)
CHE 505 – Environmental Chemistry (3)
CHE 514 – History of Chemistry (3)
GOL 505 – Earth System Science (3)
LST 640 – Contemporary Issues in Science (3)
MAT 503 – History of Mathematics (3)
MAT 505 – Problem Solving in Mathematics (3)
MAT 535 – Contemporary Mathematics (3)
MAT 551 – Classical and Modern Geometry (3)
PHY 503 – The History of Physics (3)
PHY 517 – Principles of Physical Science (3)

Social Sciences:

ANT 535 – Forensic Anthropology (3)
ANT 545 – Historical Archaeology (3)
ANT 547 – Archaeological Field School (6)
ANT 551 – Contemporary Issues in Native American Life and Culture (3)
ECN 511 – Economic Analysis of Policy Issues (3)
ECN 565 – The Economics of Global Economy (3)
PSY 607 – Psychology and the Visual Arts (3)
SOC 537 – Science and Social Power (3)
SOC 552 – Minority Experience in American Society (3)

Elective Courses (9 credits)

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

Thesis Research (6 credits)

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

Occupational Therapy

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220; phone, (800) 729-2682. Graduates of this program who have successfully met all academic and fieldwork requirements and Utica College graduation criteria are eligible to sit for the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD, 20877-4150. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards usually accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist.

The occupational therapy curriculum is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts with professional education at the graduate level. This program involves earning a bachelor of science degree in health studies and, for students who meet the established criteria, continuation to the master of science degree in occupational therapy. Using an adult learning model and 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 the teaching-learning process and use collaborative teaching methods. Students are provided individualized and relevant learning opportunities and experiences to foster their development as liberally educated, ethical professionals who are capable of assuming leadership roles in a diverse, changing community. To that end, the program promotes students' development of knowledge, skills, and attitudes as they relate to:

- a central focus on occupation as the means and end of occupational therapy;
- critical thinking as the basis for clinical reasoning, reflective practice, and synthesis of research;
- being an ethical, highly competent professional who makes decisions that are congruent with professional, ethical principles;
- respect for self, others, and our environment, peaceful interaction, celebration of diversity, and service to others; and
- competencies as a highly effective entry-level occupational therapy practitioner.

For admission requirements, see page 16.

ACADEMIC REQUIREMENTS

First Year

OCT 505 – Theoretical Basis of Occupational Therapy (3)
OCT 506 – Human Occupations (3)
OCT 525 – Case-based Learning (3)
OCT 549 – Research Seminar I (3)
OCT 551 – Community I (1)
OCT 553 – Fieldwork Level 1A (1)
OCT 561 – Professional Roles 1: Development (3)
OCT 571 – Occupational Performance: Adolescents and Young Adults (6)
OCT 572 – Occupational Performance: Adults (6)

Second Year

OCT 601 – Occupational Performance: Children (6)
OCT 602 – Synthesis: Occupation-based Practice with Children (5-6 weeks) (2)
OCT 606 – Professional Writing (3)
OCT 615 – Synthesis: Theory to Practice (2)
OCT 633 – Fieldwork 1B (1)
OCT 636 – Occupational Therapy Administration (5-6 weeks) (2)
OCT 649 – Research Seminar II (3)
OCT 652 – Community II (1)
OCT 655 – Community III (1)
OCT 662 – Professional Roles: Advanced (4)
OCT 654 – Fieldwork Level IIA (6)
OCT 656 – Fieldwork Level IIB (6)
OCT 657 – Fieldwork Level IIC (0-4 credits) optional
OCT 669 – Research Seminar III (3)

"I believe that learning can best occur when students are provided with key opportunities to readily apply the information. We work cooperatively with students to develop a community of learners in which individuals are challenged to greater levels of achievement."

TORY NACKLEY, M.S., OTR/L
Assistant Professor of Occupational Therapy

ONLINE PROGRAM

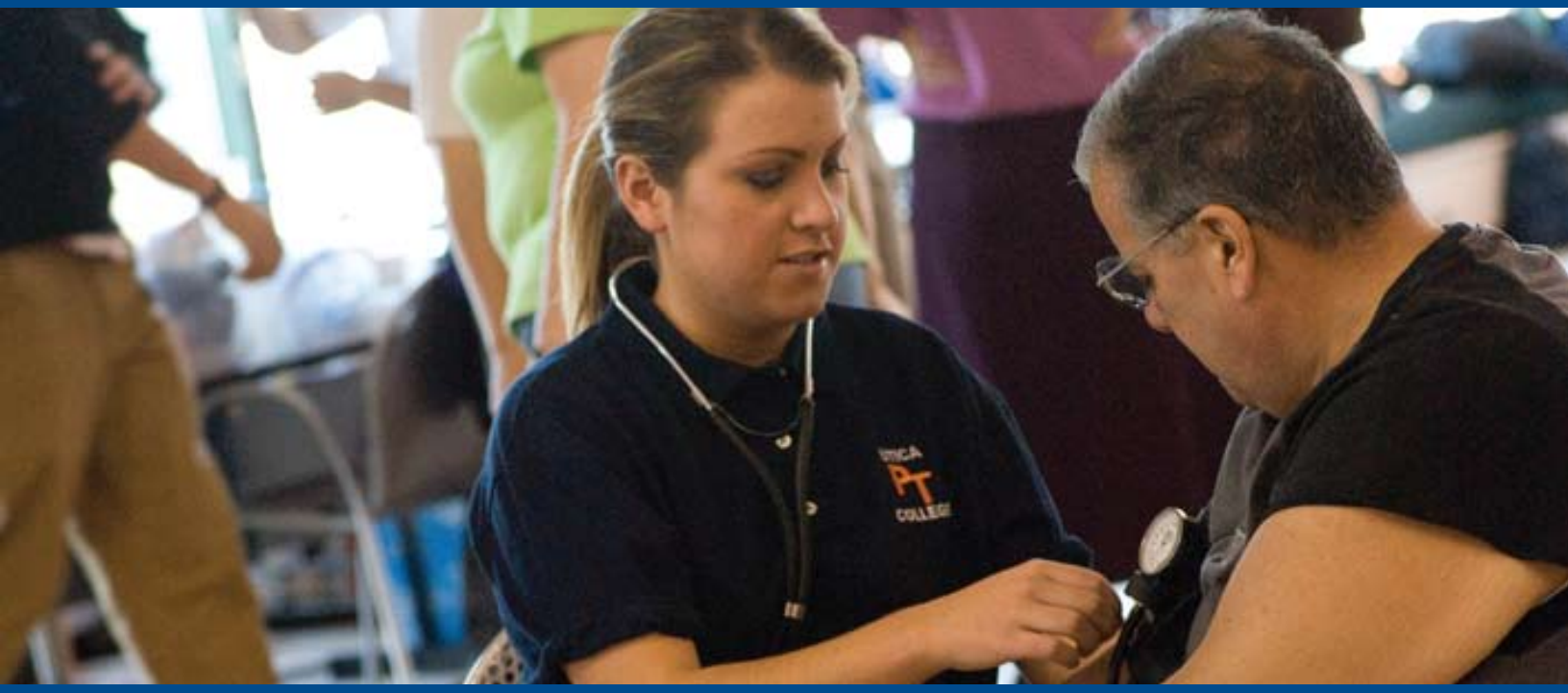
POST-PROFESSIONAL MASTERS OCCUPATIONAL THERAPY PROGRAM FOR CERTIFIED OCCUPATIONAL THERAPISTS

The Post-Professional Occupational Therapy program is designed for occupational therapists who have previously finished a Bachelor's Degree in Occupational Therapy and passed the exam for certification by the National Board for Certification in Occupational Therapy (NBCOT). The program provides the opportunity to complete a course of study leading to the Master of Science Degree in Occupational Therapy. The intent of this program is to elevate the level of current practice of the bachelor-prepared practitioners, thereby enhancing the care of clients and advancing the profession. In addition, by connecting therapists with other therapists nationally and internationally, students enrolled in this program will benefit through networking and sharing of perspectives.

The Post-Professional Occupational Therapy curriculum provides an on-line sequence of 8-week sessions to meet the scheduling needs of working professionals. Elective courses supplement the required core courses to meet the specific needs of the individual student. A one-semester (two sessions) action research project requires students to apply their learning to real-world issues and concerns.

ACADEMIC ON-LINE REQUIREMENTS

OCT 505 – Theoretical Basis of Occupational Therapy (3)
OCT 506 – Human Occupations (3)
OCT 555 – Emerging Issues in the Community and Profession (3)
OCT 602 – Synthesis: Evidence-based Practice with Children (2)
OCT 603 – Synthesis: Evidence-based Practice with Adults (2)
OCT 606 – Professional Writing (3)
OCT 616 – Synthesis: Theory Into Action (3)
OCT 637 – Occupational Therapy Manager (3)
OCT 655 – Community III (1)
OCT 663 – Advanced Professional Roles (3)
OCT 679 – Action Research Project Planning (3)
OCT 689 – Action Research Project Implementation (3)



Physical Therapy

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

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

Entry-Level Program

The entry level program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong undergraduate preparation grounded in liberal studies that affords students opportunities 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 (PBL) 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, the PBL process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base.

The mission of the Utica College Physical Therapy program is to prepare graduates, using principles of problem-based learning that build on strong undergraduate education in liberal studies, to function in a complex health care system and diverse society.

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

- provide comprehensive physical therapy care to individuals across the lifespan and in a variety of practice settings;
- assume the multi-faceted role of patient/client manager that includes advocate, educator, supervisor, and consultant;
- utilize lifelong learning; and
- demonstrate behaviors that exemplify integrity, leadership, professional collaboration and social awareness.

For additional admission requirements, see page 17.

ACADEMIC REQUIREMENTS

DOCTORAL PROGRAM IN PHYSICAL THERAPY: COURSE SEQUENCE

Fall Year 1: Module I (18 credits)

PHT 538 – Introduction to Teaching and Learning (1)
PHT 541 – Case Based Discussion I (6)
PHT 543 – Clinical Laboratory I (3)
PHT 544 – Anatomy I (3)
PHT 545 – Critical Inquiry Seminar I (3)
PHT 548 – Therapeutic Foundations (1)
PHT 549 – Caring for the Community I (1)

Spring Year 1: Module II (19 credits)

PHT 551 – Case Based Discussion II (6)
PHT 553 – Clinical Laboratory II (3)
PHT 554 – Anatomy II (3)
PHT 555 – Critical Inquiry Seminar II (3)
PHT 557 – Professional Practice I (3)
PHT 559 – Caring for the Community II (1)

Fall Year 2: Module III (16 credits)

PHT 619 – Clinical Education I (8)
PHT 629 – Clinical Education II (8)

Spring Year 2: Module IV (18 credits)

PHT 641 – Case Based Discussion IV (6)
PHT 643 – Clinical Laboratory IV (3)
PHT 644 – Anatomy IV (3)
PHT 645 – Critical Inquiry Seminar IV (3)
PHT 649 – Research I (2)
PHT 659 – Caring for the Community III (1)

Fall Year 3: Module V (18 credits)

PHT 741 – Case Based Discussion V (6)
PHT 743 – Clinical Laboratory V (3)
PHT 744 – Anatomy V (3)
PHT 745 – Critical Inquiry Seminar V (2)
PHT 747 – Professional Practice II (2)
PHT 749 – Research II (1)
PHT 759 – Caring for the Community IV (1)

Spring Year 3: Module VI (16 credits)

PHT 769 – Clinical Education III (8)
PHT 779 – Clinical Education IV (8)

"I felt that it was important to earn a doctorate in my field. The advantage of earning this degree online is that I can further my career goals while fitting the coursework into my already-busy life. As a physical therapist in private practice and a working mother, I have found taking classes online to be a tremendous benefit."

LISA GILBERTI
Physical Therapist

ONLINE PROGRAM

TRANSITIONAL PROGRAM FOR LICENSED PHYSICAL THERAPISTS

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

Designed specifically for licensed physical therapy professionals with BS/MS degree credentials, the online tDPT program is competitively priced and committed to provide each student with an individualized program of study that takes into account prior education and work experience. While a student in the program can take as many of the course offerings as they wish, our goal is to streamline the process so that tDPT students only take the courses they need. Students can complete the tDPT program in as few as 12 months. The online tDPT curriculum is designed to augment your current knowledge, gained through entry-level education that was designed prior to the advent of doctoral level preparation. This program provides guidance to obtain the professional recognition and credentials consistent with the clinical practice expectations in a direct-access environment. It builds on the skills, knowledge and experience of practicing clinicians and entitles graduates to the title of Doctor of Physical Therapy (DPT).

Today's clinician must be prepared to act as consultant, educator, administrator, and clinical scholar, which requires advanced skills in critical thinking in addition to the traditional entry-level preparation of the past. As of March 1, 2007, there were 40 CAPTE accredited MS/MPT programs in the United States, and 169 accredited DPT programs, with one DPT program in development. It is estimated that 80+% of licensed physical therapists are practicing at the baccalaureate level. The time to get your DPT degree is now!

ACADEMIC ONLINE REQUIREMENTS

Required Courses

PHT 701 – Foundation of Autonomous Practice
PHT 712 – Prevention and Wellness
PHT 721 – Diagnostic Imaging I
PHT 722 – Diagnostic Imaging II
PHT 723 – Pharmacology and Pathophysiology I
PHT 724 – Pharmacology and Pathophysiology II
PHT 716 – Global Health Care Issues
PHT 816 – Practicum (Variable Credits)
Gerontology
Teaching and Learning
Health Care Administration
Clinical Research

Variable credit for PHT 701 and PHT 712 depends on evaluation of credentials;
Variable credit for PHT 816 depends on the structure and focus of the practicum.

Elective Courses

PHT 811 – Teaching and Learning
PHT 812 – Measurement and Interpretation of Outcomes
PHT 813 – Management in Health Care Delivery
PHT 815 – Research Methods

Romano Hall

New Science and Technology Complex

F. Eugene Romano Hall, the first phase of Utica College's new science and technology complex, opened in the summer of 2007. The building provides some 23,000 square feet of classroom, laboratory, and clinical space, in addition to modern technology for students majoring in physical therapy, occupational therapy, nursing, therapeutic recreation, and health studies.

Subsequent phases of the science and technology project include providing modern facilities for programs in economic crime investigation (see below) and the traditional sciences.

Courses

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

Please consult your adviser for any prerequisites.

Accounting

ACC 501 Introduction to Accounting (3)
Introduction to financial statement communication, information processing, measuring business income, and introduction to use of accounting information for managerial decisions. Topics include financial statements, cash flows, budgeting, and performance evaluation.

ACC 601 Seminar in Advanced Managerial Accounting (3)
Managerial accounting, decision and control models; planning and control under conditions of uncertainty; contemporary issues in cost management.

ACC 602 Seminar In Professional Accounting Practice (3)
The study of Accounting theory and its implications for professional ethics, measurement, financial statements, and current topics including but not limited to consolidations, off-balance sheet debt, and reporting fraud.

ACC 603 Taxes and Business Strategy (3)
Effects of taxes on business, tax deferrals, organization form, implicit taxes, compensation, tax planning, retirement plans, multi-national issues in tax planning.

ACC 604 Seminar in Assurance and Forensic Auditing (3)
Control and auditing of mainframe and networked information systems; assessment of audit risk, assurance methods, causes, consequences, prevention of audit failure.

All College

UCC 590 Independent Study (1-6)
Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 600 Contemporary Topics (3)
Topics in various contemporary issues. May vary from semester to semester.

UCC 690 Independent Study (0-6)
Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 996 Leave of Absence (0)
See 'Leave of Absence' in the section on Academic Policies.

UCC 997 Continuous Enrollment (0)
See 'Continuous Enrollment' in the section on Academic Policies.

Anthropology

ANT 500 Contemporary Topics (3)

ANT 535 Forensic Anthropology (3)
Basics of crime scene archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatality incident planning.

ANT 545 Historical Archeology (3)
Archeological exploration of social history of European, African, and Asian peoples in North America after 1500 C.E. Field excavation; site interpretation; archived research; artifact identification.

ANT 547 Archeological Field School (6)
Practical experience in archeological fieldwork. Exploration of regional history and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites.

ANT 551 Contemporary Issues of Native American Life (3)
Relationships of Native Americans to larger society at the beginning of the 21st century. Focus on identity, economic development, health, environment, and legal and political issues. Seminar format. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, SOS 101, or permission of instructor

ANT 600 Special Topics (3)

Biology

BIO 524 Tropical Ecology (3)
Study of relationship between tropical organisms and their environment, with special emphasis on biological diversity, and population, community, and ecosystem ecology of tropical environments. Required field trip to the tropics.

BIO 528 Science and Fiction (3)
Popular fiction, cinema and video as a teaching and learning tool in biology.

BIO 538 Animal Behavior (3)
Evolutionary and ecological approach to the study of behavior in animals. Identification of major patterns and processes of animal behavior and discussion of classical and current methodologies for studying animal behavior.

BIO 538L Animal Behavior Laboratory (1)
Contemporary experimental methods using an ecological and evolutionary approach to the study of animal behavior. Observational and experimental procedures will be used to study animal behavior in the laboratory and natural habitats.

BIO 543 Neuroscience (3)
The nervous system, from building blocks to brain, including disciplines of anatomy, physiology, cell biology, and psychophysics. Critical analysis of the primary literature.

BIO 590 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

BIO 600 Topics in Contemporary Biology (3)
Topics in various contemporary issues relating to biology in society. May vary from semester to semester as additional courses are submitted by the Biology Department.

BIO 654 The Coming Plague: Emerging Infectious Diseases, Biological Weapons and Public Health (3)
The impact of human activity on the emergence of new infectious agents through natural and artificial means, and the consequences for global public health and economics.

BIO 654 Selected Topics (3)

BIO 690 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Chemistry

CHE 505 Environmental Chemistry (3)
Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment.

CHE 514 History of Chemistry (3)
Study of the growth of chemistry from the 1600s to 1950 using readings about and by the originating philosophers and researchers, including historically significant experiments.

CHE 590 Independent Study (1-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

CHE 600 Selected Topics (3)
Advanced study of a selected topic in chemistry not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

CHE 690 Independent Study (1-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Economic Crime

ECM 535 Legal and Investigative Issues for Fraud Management (3)
Case study analysis of business and economic crimes, including cyber crime, criminal liability of business entities, management and employees, investigation and prosecution.

ECM 603 Management of Fraud Prevention and Detection (3)
Development of counter-fraud technology. Proactive programs and tools for fraud detection and prevention in face-to-face transactions, e-commerce, and e-business Business models for production of prevention and detection products.

ECM 604 Seminar in Fraud Management (3)
Research and discussion of current policy and legal issues affecting fraud management, including privacy, security, ethics, auditing, and compliance.

ECM 611 Organizational Theory, Structure, and Design (3)
This course is designed to familiarize students with the structure and design of organizations. Emphasis will be on systems theory and its applicability to today's environment, identifying external environmental forces, designing optimal corporate structure for the organization's mission, changing organizational structure, and analyzing the process and effects of corporate infrastructure.

ECM 612 The Manager in a Global Environment (3)
This course is designed to familiarize students with the challenges faced by managers and organizations precipitated by the post-industrial knowledge-based global society. Discussions will include topics such as the changing concepts of technology and knowledge, impact of workforce changes on managers and organizations, the evolution of management thought and concepts, managing in foreign cultures, international law issues, and managing a multi-cultural workforce.

ECM 621 Advanced Economic Crime (3)
Economic crime types, techniques, trends, and issues in various industries including banking, credit card, insurance and telecommunications. Exploration of fraud control from a cross-industry perspective.

ECM 622 Legal Concepts of Criminal Fraud and Corporate Criminal Liability (3)
Analysis of business and economic crime, including the various devices utilized in the commission of criminal fraud upon governmental and commercial institutions, group and enterprise crimes, the criminal liability of corporations and their officers and managers, sanctions, and the prosecution of business and economic crime. The case study method will be utilized extensively.

ECM 623 Advanced Fraud Investigation and Analysis (3)
Types of criminal fraud, methods used to detect and analyze occurrence of fraud, techniques of fraud investigations, interviewing and interrogation, file and case management, interaction with external investigation, regulations, and law enforcement.

ECM 625 Homeland Security: Legal and Regulatory Issues (3)
Analysis of business and governmental legal and security issues raised by public laws, regulations, and Department of Homeland Security, including information sharing, privacy, risk and insurance, and aviation and transportation security. Case method utilized.

ECM 626 Financial Investigations (3)
Study of financial crime in the context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report.

ECM 631 Fraud Management and Technology (3)
The challenges of management in an increasingly technological environment. The history and evolutionary development of counter fraud technology. The integration of fraud management in the development of new corporate products or instruments. Anticipating new forms of frauds based on the application of new and projected technologies.

ECM 632 Information and Communication Security (3)
Issues and concepts related to the protection of information and information systems. Threats and vulnerabilities to internal and external modes of communication. Securing communications, information systems, and computer technology. Legal, ethical, and privacy issues related to information security.

ECM 633 Networks and Internet Security (3)
The course will focus on the key components associated with the threats and vulnerabilities to computers and networks. Students will develop an understanding of distributed systems and how they work, an appreciation for various methods of network and Internet security, and the necessary strategies to promote successful business plans/ policies. Legal, ethical, and privacy issues will be discussed.

ECM 634 Information: Policy and Applications (3)
Focus on access, storage, distribution, and use of domestic and global information relating to national security, commerce, and international issues. Applications for information sharing and privacy are reviewed using case study method approach.

ECM 637 Fraud Management: Risk and Compliance (3)
Application of principles and practices of compliance and operational risk assessment and mitigation to the management of fraud prevention detection, and investigation. Prerequisites: ECM 621, ECM 622.

ECM 642 Advanced Fraud Analysis (3)
This course is designed to familiarize students with innovative analytic approaches used to perform complex fraud analysis. Topics include: link analysis, data mining, advanced statistical tools, case management systems, and expert system approaches such as neural network early-warning software.

ECM 643 Risk Assessment and Mitigation (3)
Concept of risk as applied to security, assessment methodologies such as scoring and modeling, assessment processes, mitigation, and development of comprehensive management strategy. Modeling, assessment, and mitigation strategies focus on integration of diverse information sources.

ECM 651 Professional Project I (3)
The professional project proposal will be developed during this semester. The professional project will be developed and finalized consistent with the Graduate Research Proposal Guidelines for the Economic Crime Management Program.

ECM 652 Professional Project II (3)
Completion of the professional project, including data collection, analysis, and submission of the project report, or other methodologies approved by the Research Committee. Prerequisite: ECM 651

ECM 653 Thesis I (3)
Planned research and writing directed by the student's thesis committee. The thesis proposal will be developed during this semester. The thesis will adhere to the Graduate Research Proposal Guidelines for the Economic Crime Management Program

ECM 654 Thesis II (3)
Completion of the thesis, including data collection, analysis, and submission of the thesis. The thesis will adhere to the Graduate Research Proposal Guidelines for the Economic Crime Management Program. Prerequisite: ECM 653

ECM 690 Independent Study: Advanced Fraud Examination and Investigation (3)
Research for Advanced Fraud Examination Technology using data extraction analysis.

ECM 997 Continuous Enrollment (0)
See "Continuous Enrollment" in the section on Academic Policies.

Economics

ECN 511 Economic Analysis of Public Policy Issues (3)
Basic tools of economics to examine and analyze selected contemporary public policy issues. Prerequisites: ECN 131 and ECN 141.

ECN 535 The Economics of Health and Health Care Policy (3)
Health economics and health care policy which applies the basic tools of microeconomic analysis toward understanding the market behavior of the major players in health care markets including consumers, providers, insurers, and government entities.

ECN 565 Economics of Global Economy (3)
Application of microeconomics to global economic issues, globalization, free trade, barriers to trade, economic interdependence, macroeconomic policy, economic development. Prerequisite: ECN 141.

ECN 607 Quantitative Analysis for Management (3)
Scientific approaches to decision making; descriptive and inferential statistics, probability distributions, confidence intervals and hypothesis testing, analysis of variance and process control.

Education

EDU 501 Foundations of Literacy (3)
Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 of hours field work required.

EDU 502 Literacy and Comprehension: Birth-Childhood (3)
Advanced theory and methods of literacy development age 0 - grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 503 Literacy and Comprehension: Middle-Adolescent (3)
Advanced theory and methods of literacy development, grades 7 - 12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 506 Foundations of Teaching (0-9)
Pre-service course of study. Role of education. Rights and responsibilities. Child development and learning. Instructional planning. Effective teaching strategies. State Learning Standards. Teaching children with special needs. School organization and classroom management. Educational technology. Reporting child abuse and maltreatment. Preventing alcohol, tobacco and drug abuse; child abduction; and improving safety. This course is taught in modules. All modules must be successfully completed in order to earn credit for this course.

EDU 507 Mentoring I (1)
Mentored teaching experience. Monthly observations. Weekly seminar. Co-requisites: EDU 524 (Methods of Teaching in the Content Areas) and full-time teaching assignment.

EDU 508 Mentoring II (1)
Mentored teaching experience. Monthly observations. Weekly seminar. Co-requisites: EDU 503 (Literacy and Comprehension: Middle Adolescence) and full-time teaching assignment. Prerequisite: EDU 507 Mentoring I.

EDU 511 Introduction to Teaching (1)
Ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco and drug abuse prevention; safety education, fire and arson prevention; violence prevention; current issues. Students are advised to take this course early in their sequence of study.

EDU 512 Practical Teaching Methodologies (3)
Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 516 Social Studies/Literacy Methods: Birth-Childhood (3)
Application of literacy skills to the content and instructional materials used to teach social studies in pre-school through grade six. Social studies and English Language Arts Learning Standards. 20 hours of field work required.

EDU 517 Math/Science Methods: Birth-Childhood (3)
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 521 Foundations of American Education (3)
Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio.

EDU 524 Methods of Teaching in the Content Areas (3)
Lesson unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the content areas; interdisciplinary planning.

EDU 525 Assessment of Children and Youth with Special Needs (3)
Assessment process in special education: observational assessment; norm-referenced standardized tests; criterion- referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours of field work required.

EDU 526 Childhood Special Education Methods (3)
Special education services for grades 1-6: Individualized Education Plans, teaching practices, curriculum implementation assessment, assistive technology, service delivery models, team collaboration. 15 hours of field work required.

EDU 527 Adolescence Special Education Methods (3)
Special education services for grades 7-12: Individualized Education Plans and transitional planning, teaching practices, curriculum implementation assessment, assistive technology, service delivery models, team collaboration. 15 hours of field work required.

EDU 528 Methods and Curriculum: Pervasive Disabilities (3)
Characteristics of students with pervasive disabilities. Authentic assessment, Individualized Education Plans. Classroom accommodations, assistive technology, positive behavior supports in inclusive environments. Collaboration, community-based instruction, and educational transitions. 10 hours of field work required.

EDU 533 Adolescent English/Language Arts Methods (3)
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English; interdisciplinary planning. 20 hours of field work required.

EDU 534 Adolescent Social Studies Methods (3)
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to Social Studies; interdisciplinary planning. 20 hours of field work required.

EDU 535 Adolescent Mathematics Methods (3)
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics including use of graphing calculator; interdisciplinary planning. 20 hours of fieldwork required.

EDU 537 Adolescent Science Methods (3)
Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the sciences; interdisciplinary planning. 20 hours of fieldwork required.

EDU 543 Adolescent Foreign Language Methods (3)
Lesson, unit, and course planning for teaching languages other than English; classroom management; curriculum implementation; assessment; application of theory to practice. 20 hours of field work required.

EDU 544 Science and Technology Methods: Birth-Childhood (3)
Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology use in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 Hours of field work required.

EDU 545 Mathematics Methods: Birth-Childhood (3)
Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in pre-school through grade six. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 571 Student Teaching Seminar (0)
Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, super- vision, and portfolio development. Meets weekly. Co-requisites: EDU 575 and 576.

EDU 575 Student Teaching I (6)
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Childhood, or Adolescence Education. Permission of director required.

EDU 576 Student Teaching II (6)
Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Business and Marketing, or Teaching English to Speakers of Other Languages Education. Permission of director required.

EDU 577 Mentored Internship I (6)
For Students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience with seminars and conferences required. Includes discussions, written assignments, and evaluations.

EDU 578 Mentored Internship II (6)
For students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience with seminars and conferences required. Includes discussions, written assignments, and evaluations.

EDU 590 Independent Study (1-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

EDU 601 Inclusive Classroom Observation/ Evaluation (1)
Field experience of 20 hours observing in inclusive class- rooms. Periodic conferences and written work required. Permission of director.

EDU 603 The School Administration: Models of Leadership (3)
Organizational and leadership theory and research, basic administrative processes, structure of political systems, financial and legal issues facing education.

EDU 604 Inclusive Practicum (2)
Field experience of 40 hours in inclusive settings. On-campus seminar every other week and written work required.

EDU 615 Learning and Cognition (3)
Theoretical concepts underlying learning and cognition. Applications of the theoretical base to teaching in classrooms with diverse student populations. Students are advised to take this course early in their sequences of study.

EDU 616 Environmental Design for Effective Inclusion (3)
Adapting the physical, social, and instructional environment of the regular classroom so that students with disabilities have successful access to general education curriculum and assessment.

EDU 621 Inclusive Classroom Strategies I (3)
Learning characteristics of students with disabilities. Classroom accommodations, assistive technology, and curriculum adaptations to facilitate access to the general education curriculum.

EDU 622 Inclusive Classroom Strategies II (3)
Collaboration between general and special education teachers to develop effective Individualized Education Programs. Adapting general education curriculum, using technology, instructional strategies, assessments, and grading for students with disabilities. Prerequisite: EDU 621 or permission of instructor.

EDU 625 Leadership and Collaboration for Quality Inclusion (3)
Collaboration models for inclusion. Leadership skills for collaborative teaming, data-based decision making, building partnerships for technological access, and school reform.

EDU 626 Current Issues in Inclusive Education (3)
Advanced consideration of selected topics in general education and inclusion. Educational research, technology, school reform, school and community collaboration, current legislative issues. Lecture, discussion, and group exploration of issues with contemporary interest.

EDU 632 Data-Based Decision Making (3)
Using qualitative and quantitative research methodologies to make data-based decisions regarding student placement, teaching strategies and student performance, reflective teaching, program evaluation and school reform. Students are advised to take this course early in their sequence of study.

EDU 633 Data Interpretation and Analysis (3)
Quantitative and qualitative research methodologies. Application to inclusive education settings. Students will write a research proposal for their master's thesis and will do a literature review. Prerequisite: EDU 632.

EDU 634 Educational Administration: Theory, Research and Practice (3)
Current research in the field of administration; the use of data, test construction, and measurement techniques in evaluating educational programs; the ethics of testing, validity and reliability of standardized tests.

EDU 635 Theory and Practice in Supervision (3)
Role of supervision and development of skills necessary to empower staff in complex educational organizations. Exploration of the importance of working collaboratively toward a shared vision.

EDU 636 Human Resources and Labor Relations (3)
Developing skills for attracting and retaining quality staff, including planning for staffing needs, selection of personnel, determining compensation, employee dismissal and the role of collective bargaining. Due process rights of employees and labor relations.

EDU 637 Student Support and Community Communications: Research and Practice (3)
Examination of the social support systems that children need including family, peers, schools, media and community and the critical role communications play in social interactions; effectively communicating internally and externally.

EDU 638 School Business Management and Finance (3)
Functions of the school business administrator, including financial planning, capital assets planning, facilities, risk management, and insurance; role of budgeting and site -based management.

EDU 639 Master's Project (3)
Completion of an approved master's project. Periodic conferences required. Prerequisites: EDU 631 or EDU 633, or permission of instructor.

EDU 644 Principles of Data-Based Curriculum, Instructional Planning and Assessment (3)
Knowledge and skills in curriculum development, instructional planning and assessment; individualizing the curriculum and effective curriculum implementation and alignment.

EDU 647 School Law (3)
Review of the frameworks of education law enabling administrators to achieve their mission while making sound and legally defendable decisions; review of case law in separation of church and state, due process, and equality and discrimination.

EDU 648 Leadership of Special Programs (3)
In-depth review of the increasing array of special instructional and support programs in schools. Topics include special education, career and technical education, bilingual education, migrant education, and programs for the gifted and talented.

EDU 657 Becoming a Superintendent: Creating and Sustaining Vision (3)
Knowledge, skills and attitudes necessary to become a successful superintendent. Topics include the history of superintendency, working with the board and building a cohesive administrative team; characteristics of urban, rural and suburban districts.

EDU 658 Leadership for Political Systems and Change (3)
Political forces and balance of power that define educational policy; developing skills for building learning communities; history, research and models for educational change.

EDU 670 Administrative Internship (3)
Field Experience in school district educational leadership at both the building and the district level.

EDU 690 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

EDU 997 Continuous Enrollment (0)
See "Continuous Enrollment" in the section on Academic Policies.

English

ENG 500 Selected Topics: (3)

ENG 516 Studies in Literacy and Lit (3)
Reading/ studying/teaching literature; developing integrated curricula.

ENG 533 Mohawk Valley Writing Project Summer Institute (3-6)
Professional development program available to area K-12 and college teachers by invitation. Writing workshops, teaching demonstrations, research in writing and learning. During school year following the Summer Institute, teacher consultants share learning through inservice presentations.

ENG 567 Approaches to Shakespeare (3)
Introduction to critical and theoretical approaches to the plays of Shakespeare and the culture in which he wrote.

ENG 590 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

ENG 596 Ethnic American Fiction (3)
Study of the formal properties of ethnic literature including narrative structure, cultural detail, distinct language patterns. Emphasis on themes such as formation of American identity, cultural authenticity, connections between memory and history.

ENG 600 Selected Topics (3)
Advanced study of a selected topic in English not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

ENG 690 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Finance

FIN 533 Corporation Finance (3)
Principles, concepts, and analytical tools of finance; corporate governance; cash flow analysis for capital budgeting; hurdle rates; raising capital through investment banks; financial restructuring; acquisitions. Semester project: estimating the value of a company.

FIN 690 Independent Study (1-6)
Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the students. Admission by consent of supervising discipline and the academic school.

Foreign Study

FST 680 Foreign Study (0-12)

Geology

GOL 505 Earth System Science (3)
Earth's hydrosphere / cryosphere, geosphere, atmosphere, biosphere (including anthrosphere) with emphasis on understanding linkages between them. Patterns, causes, evidence and effects of naturally occurring and human- induced environmental changes through time.

GOL 590 Independent Study (1-6)

Gerontology

GNT 503 Perspectives in Gerontology (3)
Literature relevant to the study of gerontology: an overview of current aging issues; current career opportunities; and aging in the future. Seminar format.

GNT 505 Culture, Gender, and Aging (3)
Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

GNT 603 Public Health Care Policies of Aging (3)
Current public health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

GNT 605 Social Service Delivery Issues (3)
Community-based services/programs put in place as result of Older Americans Act; examine challenges confronting network professionals while developing, funding, implementing, administering, and coordinating programs and services.

GNT 613 Grant-Writing, Program Planning and Evaluation (3)
Skills needed to develop health care/social service program proposals, especially those which are funded by grants. Introductory qualitative and quantitative methods are used to evaluate effectiveness.

GNT 615 Community Design/Health and Mobility Issues (3)
Basic natural physiological and psychological changes which accompany aging, creating challenges faced by elderly individuals during their everyday community mobility.

GNT 616 Livable Communities/Planning (3)
History of efforts to structure communities, the desire of aging Americans to age in place and remain independent, the ability of communities to support that desire, and current and future trends in community design.

GNT 695 Capstone Project (3)
Students combine knowledge and skills learned in prior Certificate program course work with information gathered during their professional careers, and direct this combined knowledge toward the completion of a substantial project of their own definition. Prerequisites: Minimum of nine credits of GNT courses, including GNT 503 and GNT 505.

Government

GOV 563 International Organizations (3)
Development, organization, and operation of social, economic, and political institutions.

GOV 664 International Protection of Human Rights (3)
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Health Care Administration

HCA 521 Health Care Systems: A Continuum of Care (3)
Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 Organizational Leadership (3)
Broad aspects of organizational leadership and its relationship to health care; focus areas include Human Dynamics (R), and personal mastery. Governance-structure, roles, responsibilities, and alignment to leadership as it affects the health care system.

HCA 527 Ethical and Legal Issues (3)
Legal principles of development, application and assessment in health care organizations. Leadership in applying ethics in business and clinical decision making, and adherence to the codes of ethics of health care professionals.

HCA 531 Leadership in Marketing and Strategic Planning (3)
Broad aspects of service sector management, and strategic planning, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering health care. Same as MGT 531.

HCA 612 Advances Seminar (3)
Core concepts of understanding and applying essential skills in health care organizations. Grant writing, entrepreneurship, consultation, community service, and emerging issues.

HCA 613 The Health Care Administrator Leader (3)
Broad aspects of leadership, including visioning, change management, and team development.

HCA 614 Quality and Performance Improvement in Evidence Based Health Care (3)
Breadth and depth experience of performance improvement initiatives that impact all levels of health care including clinical and financial issues.

HCA 615 Human Resources Management (3)
Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluation as well as employee motivation, collective bargaining, and recruitment. Same as MGT 615.

HCA 621 Nursing Home Administration (3)
Insight into nursing home management issues, whether it be for the seasoned veteran or the health care neophyte manager. This course will assist the manager in developing his/her style of management.

HCA 627 Health Informatics (3)
Managerial perspectives on the effective use of data and information technology to improve organizational performance in health care settings.

HCA 631 International Health Care Systems (3)
Effects of government and private health services on the health status of populations around the globe. Emphasis is on an interdisciplinary approach including epidemiological, economic, and financial issues.

HCA 645 Clinical Research (3)
Research methods employed in clinical settings. Quantitative and qualitative methods: research designs related to clinical situations.

HCA 799 Capstone Project (5)
Internship, program evaluation/development, or research project integrating course work in health care administration. Prerequisite: Completion of all required HCA program coursework.

History

HIS 500 Selected Topics (3)

HIS 515 The African-American Experience (3)

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

HIS 516 Public History (3)
Public history is history, designed to reach a wide audience, presented outside the classroom or a textbook. We examine monuments, museums, battlefields, oral histories, web sites, and movies. Some research is required at local institutions.

HIS 517 National and Ethnic Identity in Europe (3)
Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 Historiography (3)
Introduction to modern historiography.

HIS 590 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

HIS 600 Selected Topics (3)
Advanced study of a selected topic in history not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

HIS 619 Readings in African-American History (3)
Overview of literature on the African-American historical experience in the United States from 1619 to present.

HIS 690 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Human Rights

HRA 500 Selected Topics (3)

HRA 664 International Protection of Human Rights (3)
Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Humanities

HUM 600 Humanities Seminar (3)
Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same.

Liberal Studies

LST 500 Selected Topics (0,3)

LST 503 Graduate Liberal Studies Seminar (1)
Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 540 Contemporary Topics in Science (3)
Critical analysis of topics drawn from the popular media (television, newspaper, radio, Internet) using primary scientific literature. Topics chosen will reflect scholarly interests of specific faculty.

LST 600 Selected Topics (3)
Topics in various contemporary issues. May vary from semester to semester.

LST 601 Research and Writing in Sciences (3)
How graduate research in the sciences is conducted, written and communicated.

LST 602 Research in the Humanities: Literature, Fine Arts and History (3)
Methods and skills for scholarly research in the humanities including library and Internet research, reading scholarly publications, working with primary sources, conducting research, and writing research papers and theses.

LST 603 Research Methods in the Social Sciences (3)
Essentials of social science research and reporting methods at the graduate and professional level.

LST 604 Graduate Liberal Studies Seminar (1)
Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 605 Technowar: The Human Struggle with Technology (3)
Technology dates from the first time a living entity picked up a rock to defend itself or to use as a tool. Since that time technology has made life simpler, safer, or richer but with ethical and other costs.

LST 640 Contemporary Issues in Science (3)
Critical analysis of topics drawn from the popular media (television, newspaper, radio, Internet) using primary scientific literature. Topics chosen will reflect scholarly interests of specific faculty.

LST 690 Independent Study (1-6)

LST 691 Research I (3,6)
Review literature in the field of study and develop a faculty-supervised proposal for a thesis or research project.

LST 692 Research II (3,6)
Complete a faculty-supervised thesis or research project.

LST 997 Continuous Enrollment (0)

Management

MGT 501 Management and Marketing (3)
Emphasis on broad basic principles in managerial and marketing functions and processes in business environments. An interdisciplinary approach to identifying key issues and developing appropriate solutions. Case study methodology will be used heavily in course.

MGT 531 Leadership in Marketing and Strategic Planning (3)
Broad aspects of service sector management, and strategic planning, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering health care. Restricted to HCA majors. Same as HCA 531.

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

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

MGT 602 Core Topics in Management II (0,6)
Business planning and strategic management; capital structure; cash flow analysis; operational, capital, and cash budgeting; demand theory; cost theory; business simulation experience.

MGT 615 Human Resources Management (3)
Core concepts of understanding and managing human behavior in health care organizations. Legal aspects and evaluations as well as employee motivation, collective bargaining, and recruitment. Same as HCA 615.

MGT 619 Strategic Management and Leadership (3)
Case study based course focused on developing skills in strategic competitive analysis, assessing business risk, effective implementation and execution of strategies, and developing an effective leadership style based on current theories and research.

Mathematics

MAT 503 History of Mathematics (3)
Origin of numbers and changing views of mathematics, pre-civilization through the early twentieth century.

MAT 505 Problem Solving in Mathematics (3)
Principles of problem solving, mathematical thinking and mathematical reasoning, deductive and inductive reasoning, mathematical induction, solutions of recurrence relations. Detecting mathematical fallacies and flaws. Modeling problems, psychological strategies for overcoming math anxiety.

MAT 517 Early Childhood/Elementary Education: Mathematics (3)
Basic mathematical concepts. Mathematics standards, math phobia. Internet resources, Word, Excel, Power Point.

MAT 535 Contemporary Mathematics (3)
Mathematics relevant to business, politics, history and the social sciences. Realistic approach to problem solving.

MAT 551 Classical and Modern Geometry (3)
Geometric structures. Formal geometries and models. Theoretical development of geometric concepts. Geometric constructions. Locus of points. Conic sections. Fractal geometry. Geometry in nature and real life. Discovering geometry by technology.

MAT 590 Independent Study (1-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

MAT 600 Selected Topics (3)
Advanced study of a selected topic in mathematics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

MAT 690 Independent Study (1-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

Occupational Therapy

OCT 505 Theoretical Basis of Occupational Therapy (3)
Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major.

OCT 506 Human Occupations (3)
Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 525 Case-Based Learning (3)
Principles of documentation, case-based teaching and learning as applied to occupational therapy. Open only to students in the professional phase of the occupational therapy major.

OCT 549 Research Seminar I (3)
Exploration of options for research project focused on occupation, culminating in submission of research proposal.

OCT 551 Community I (1)
Experimental learning in community agencies; development and application of foundational skills; observation, interpersonal communication, advocacy, cultural competency, reflective practice, ethics. Includes 20 hours of fieldwork.

OCT 553 Fieldwork Level IA (1)
Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 555 Emerging Issues in the Community and Profession (3)
Current issues relevant to the profession of occupational therapy with emphasis on emerging practice and servies within home and community-based settings. Prerequisite: OCT 505, or OCT 506.

OCT 561 Professional Roles: Development (3)
Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 571 Occupational Performance III: Adolescents and Young Adults (6)
Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention.

OCT 572 Occupational Performance IV: Adults (6)
Role of occupational therapy with adults older than 40 years of age; evaluation and intervention.

OCT 601 Occupational Performance: Children (0-6)
Occupational therapy practice with children (aged 0 -13): evaluation, intervention and outcomes.

OCT 602 Synthesis: Occupation-Based Practice with Children (2)
Emphasis on best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical analysis of literature and creation of personal perspective on practice with children.

OCT 603 Synthesis: Occupation-based Practice with Adults (2)
Constructing best practice statements that reflect evidence-based practice and occupation-based practice within systems serving adults. Critical analysis of literature and creation of personal perspective on practice with adults.

OCT 606 Professional Writing (3)
Documentation, publication, and other aspects of writing specific to profession of occupational therapy.

OCT 615 Synthesis: Theory to Practice (2)
Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 616 Synthesis: Theory Into Action (3)
Current issues relevant to the profession of occupational therapy with emphasis on emerging practice and services within home and community-based settings. Prerequisite: OCT 505, or OCT 506.

OCT 621 Community Experience III (1)
Experiential learning in community settings with focus on teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of field work.

OCT 633 Fieldwork Level 1B (1)
Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 636 Occupational Therapy Administration (2)
Synthesis of principles of administration and impact of systems on provision of occupational therapy services to individuals in various populations and organizations.

OCT 637 Occupational Therapy Manager (3)
Synthesis and integration of principles of management and impact of systems on provision of occupational therapy services to individuals in various populations and communities.

OCT 641 Research Seminar (3)
Exploration of options for research project focused on occupation, culminating in submission of research proposal.

OCT 642 Research Seminar II (3)
Implementation of approved research project under faculty sponsorship.

OCT 649 Research Seminar II (3)
Implementation of approved research project under faculty sponsorship.

OCT 652 Community II (1)
Experiential learning in community setting with focus on occupation, professional development, and communication skills. Application to teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

OCT 654 Fieldwork Level IIA (6)
First Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 655 Community III (1)
Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 656 Fieldwork Level IIB (6)
Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 657 Fieldwork Level IIC (0-4)
Occupational field work experience in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for M.S. degree in occupational therapy.

OCT 662 Professional Roles: Advanced (4)
Refinement of professional roles in practice, with a focus on services for children; emphasis on educator, researcher, and administrator roles.

OCT 663 Advanced Professional Roles (3)
Exploration of diverse roles in occupational therapy within different service delivery systems. Advanced professional development and dissemination of information to meet evolving needs in occupational therapy practice setting, including community-based practice.

OCT 665 Research Seminar III (3)
Completion of approved research project under faculty sponsorship.

OCT 669 Research Seminar III (3)
Completion of approved research project under faculty sponsorship.

OCT 679 Action Research Project Planning (3)
Introduction to action research as an approach to bring about change in practice settings. Students will identify an issue in a practice setting and plan an action research study to address that issue. Prerequisites:: HCA 645 and at least 18 credits in the Post-professional Occupational Therapy Program.

OCT 689 Action Research Project Implementation (3)
Introduction to action research as an approach to bring about change in practice settings. Students will implement and complete an action research study, disseminating the results to the instructor and fellow students. Prerequisites: OCT 679.

OCT 997 Continuous Enrollment (0)

Philosophy

PHI 503 Environmental Ethics (3)
Interconnectedness in ethics and nature, holistic ethical theories, relationship between environmental and traditional ethics, and nature of value.

PHI 504 Evolution and its Discontents (3)
Foundations and claims of neo-Darwinism. Application to ethics, religion, sociology, psychology, and philosophy, and attempts to refute it, particularly intelligent design theory.

PHI 505 Ethical Issues in Contemporary Science and Technology (3)
Ethical issues at the intersection of contemporary politics, science, and culture.

Physical Therapy

PHT 538 Introduction to Teaching and Learning (1)
Learners participate in seminars with facilitator(s) to develop an understanding of theoretical constructs behind problem-based learning and self-direction in learning. Characteristics of the adult learner including readiness for learning and learning styles are discussed. Co-requisites: PHT 541, 543, 544, 545, 548, 549

PHT 541 Case Based Discussion I (0,6)
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Primary patient diagnoses involve the musculoskeletal system. Co-requisites: PHT 543, 544, 545, 548, 549

PHT 543 Clinical Laboratory I (0-3)
Students integrate knowledge, acquire basic clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary musculoskeletal diagnoses. Co-requisites: PHT 541, 544, 545, 547

PHT 544 Anatomy I (0,3)
Human cadaver dissection and discussion that explores structures of the thorax and extremities using regional and systemic perspectives. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 541, 543, 545, 548, 549

PHT 545 Critical Inquiry Seminar I (3)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to meet the needs of patients/clients with primary musculoskeletal pathologies. Co-requisites: PHT 541, 543, 544, 548, 549

PHT 548 Therapeutic Foundations (1)
Basic techniques and foundational skills for examination and intervention through case study of individuals with simple diagnoses across practice settings. Students apply knowledge, acquire clinical skills, and develop professional behaviors. Co-requisites: PHT 541, 543, 544, 545, 549

PHT 549 Caring for the Community I (1)
Students introduced to prevention and wellness in community program. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty and Module V students. Co-requisites: PHT 541, 543, 544, 545, 548

PHT 551 Case Based Discussion II (6)
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that promote autonomous clinical practice. Primary patient diagnoses involve the neuromuscular system. Co-requisites: PHT 553, 554, 555, 557, 559. Prerequisite: PHT 549

PHT 553 Clinical Laboratory II (3)
Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary neuromuscular diagnoses. Co-requisites: PHT 551, 554, 555, 557 Prerequisite: PHT 549

PHT 554 Anatomy II (0,3)
Discussion and dissection provide basic scientific foundation of neuroanatomy and neurophysiology, with introduction to clinical consequences of insult to nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 551, 553, 555, 557 Prerequisite: PHT 549

PHT 555 Critical Inquiry Seminar II (3)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities and practice expectations to meet the need of patients/clients with primary neuromuscular pathologies. Co-requisites: PHT 551, 553, 554, 557 Prerequisite: PHT 549

PHT 557 Professional Practice I (3)
Role, responsibility and accountability of the autonomous practitioner relative to the current health care environment. Emphasis on theoretical constructs underlying models of health care delivery, reimbursement and public and political systems. Co-requisites: PHT 551, 553, 554, 555 Prerequisite: PHT 549

PHT 559 Caring for the Community II (1)
Students participate in assessment and intervention in local community program. Students practice selected elements of the client management process under supervision of physical therapy program faculty members and Module IV students. Co-requistites: PHT 551, 553, 554, 555, 557. Prerequisite: PHT 549

PHT 619 Clinical Education I (8)
Introduction to direct patient care and application of basic theoretical concepts central to patient/client management. Students participate in patient care under the close supervision of an on-site physical therapist. First of four clinical education experiences. Prerequisite: PHT 538- 559

PHT 629 Clinical Education II (8)
Students apply basic theoretical concepts central to patient/client management. Second of four clinical education experiences, in which students participate in patient care under the close supervision of an on site physical therapist Prerequisite: PHT 619

PHT 641 Case Based Discussion IV (6)
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Multi-system involvement with emphasis on cardiovascular, pulmonary and advanced musculoskeletal diagnoses. Co-requisites: PHT 643, 644, 645, 649, 659 Prerequisite: PHT 629

PHT 643 Clinical Laboratory IV (3)
Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with multi-system involvement. Cardiovascular, pulmonary and advanced musculoskeletal diagnoses. Co-requisites: PHT 641, 644, 645, 649, 659 Prerequisite: PHT 629

PHT 644 Anatomy IV (0-3)
Human cadaver dissection and discussion that explores structures of the head and neck, viscera, and spinal column. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 641, 643, 645, 649, 659 Prerequisite: PHT 629

PHT 645 Critical Inquiry Seminar IV (3)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to meet the needs of patients/clients with multi-system involvement. Co-requisites: PHT 641, 643, 644, 649, 659. Prerequisite: PHT 629

PHT 649 Research I (0,2)
Fundamental concepts of scientific inquiry as they relate to clinical issues in health care. Levels of data, variance, sampling, reliability, validity, predictive value, and statistical inference are discussed in the context of clinical questions. Co-requisites: PHT 641, 643, 644, 645, 659 Prerequisite: PHT 629

PHT 659 Caring for the Community III (1)
Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of Module II students. Co-requisites: PHT 641, 643, 644, 645, 649 Prerequisite: PHT 629

PHT 701 Foundations of Autonomous Practice (3)
Core professional values and professional roles in patient/client management are explored. Disablement models are applied to guide physical therapy diagnosis and screening for underlying pathology. Principles of evidence-based practice and outcomes measurement are introduced.

PHT 712 Prevention and Wellness (3)
Explore epidemiology related to the role of physical therapy in primary care, emphasizing screening and risk stratification to develop exercise programs to promote health and wellness and prevent injury and disease. Prerequisite: PHT 701

PHT 713 Diagnostic Imaging (3)
Systematic analysis and integration of medical imaging equipment, procedures, and uses, will be linked to physical therapy examination, evaluation and diagnosis across neuromuscular, musculoskeletal, cardiovascular/ pulmonary and integumentary conditions. Prerequisite: PHT 701

PHT 714 Pharmacology and Pathophysiology (3)
The therapeutic and adverse effects of medications are examined in relation to pathophysiology and the impact of pharmacological agents on physical therapy patient/client management. Prerequisite: PHT 701

PHT 716 Global Health Care Issues (3)
Current perceptions of the influence of health policy and professionalism on physical therapy practice are examined. Strategies for fostering leadership within profession are introduced. Principles of business management are applied to physical therapy practice. Prerequisite: PHT 701

PHT 741 Case Based Discussion V (6)
Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Multidimensional needs of individuals with complex diagnoses. Co-requisites: PHT 743, 744, 745, 747, 749, 759 Prerequisite: PHT 641- 659

PHT 743 Clinical Laboratory V (3)
Application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with complex diagnoses. Multidimensional needs of individuals are incorporated to expand upon principles previously acquired while additional techniques are developed. Co-requisites: PHT 741, 744, 745, 747, 749, 759 Prerequisite: PHT 641- 659

PHT 744 Anatomy V (0,3)
Dissection and discussion building on PHT 554. Emphasizes depth with regard to clinical consequences of insult to the nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Co-requisites: PHT 741, 743, 745, 747, 749, 759 Prerequisite: PHT 641- 659

PHT 745 Critical Inquiry Seminar V (2)
Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities and practice expectations to meet the needs of patients/clients with complex diagnoses and multidimensional needs. Co-requisites: PHT 741, 743, 744, 747, 749, 759 Prerequisite: PHT 641- 659

PHT 747 Professional Practice II (2)
Business planning, including strategic planning, financial management, resource management and marketing. Communication skills related to business management emphasized. Co-requisites: PHT 741, 743, 744, 745, 749, 759 Prerequisite: PHT 641- 659

PHT 749 Research II (1)
Group project completed under direct supervision of faculty advisor. Integrate skills and knowledge of research methodology through a variety of projects such as case reports, demonstration project with community agencies, along with more traditional models. Co-requisites: PHT 741, 743, 744, 745, 747, 759 Prerequisite: PHT 641-659

PHT 759 Caring for the Community IV (1)
Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while promoting the learning of Module I students. Co-requisites: PHT 741, 743, 744, 745, 747, 749 Prerequisite: PHT 641-659

PHT 769 Clinical Education III (8)
Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Third of four clinical education experiences, in which students participate fully in patient care under the close supervision of an on site physical therapist. Prerequisite: PHT 641-759

PHT 779 Clinical Education IV (8)
Designed to allow students to integrate the multifaceted roles of clinicians into current practice within the health care system. Upon completion of this final clinical experience, students exhibit practice level expectations of entry level professional. Prerequisite: PHT 769

PHT 801 Teaching and Learning (3)
Principles of teaching, learning, and dynamics of effectiveness related to physical therapist's role of caregiver, educator, consultant and collaborator. Outcomes of instructional process through effective teaching techniques and strategies. Prerequisite: PHT 701

PHT 812 Measurement and Interpretation of Outcomes (3)
Fundamental measurement properties of instruments used by physical therapists in determining level of impairment, differential diagnosis, outcomes measures, health status, and patient/client satisfaction. Strategies to assess and select between various instruments for clinical practice. Prerequisite: PHT 701

PHT 813 Management in Health Care Delivery (3)
Organizational management theory and principles. Quantitative analysis of health care issues. Supervision, quality assurance, and marketing are explored. Concepts of human resources and quality assurance including productivity, contracts and ethical/legal issues are examined. Prerequisite: PHT 701

PHT 814 Research Methods (3)
Fundamental concepts of scientific inquiry as they relate to clinical issues in health care. Levels of data, variance, sampling, reliability, validity, predictive value, and statistical inference are discussed in the context of clinical questions. Prerequisite: PHT 814

PHT 816 Practicum (3)
Capstone course tailored to individual student needs and professional interests. Students select education, management, or research as a focus. Individual or group experiences are planned with individual faculty. May be repeated once. Prerequisite: PHT 701

PHT 997 Continuous Enrollment (0)

Psychology

PHY 503 The History of Physics (3)
The development of physics since the time of Aristotle and the early Greek scientists. Emphasis on physical theories and their historical significance.

PHY 517 Principles of Physical Science (3)
Important principles of physics, chemistry, earth science. Historical contexts. Integration of principles to address complex global problems.

PHY 590 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

PHY 600 Selected Topics (3)
Advanced study of a selected topic in physics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

PHY 690 Independent Study (0-6)
Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

PSY 507 Psychology and the Visual Arts (3)
Introduces students to elements of design and how they create psychological effects. Introduces students to influential artists and their creative works. Affords students opportunities to explore their creative and expressive potentials.

PSY 604 Child and Adolescent Development: Implications For Educators (3)
Developmental theory, principles, and research and their application to the effective education of diverse student populations. Twenty hours of field work required.

Sociology

SOC 537 Science and Social Power (3)
Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production and maintenance of inequality. Seminar format. Prerequisites: ANT 101, SOC 151, or permission.

SOC 552 Minority Experience in American Society (3)
Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, SOS 101, or permission of instructor.

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Assistant Professor of Nursing, 2002

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Assistant Professor of Accounting, 2005

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Professor of Mathematics, 1987
Clark Award, 2005

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Professor of English and German, 1969
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Assistant Professor of Chemistry, 2005

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Clark Award, 2002
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Clark Award, 1996

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Clark Award, 1998
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Clark Award, 2000
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Associate Professor of Physical Therapy and Biology, 1993

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M.A., Ph.D. Rutgers University
Associate Professor of Criminal Justice, 2001

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Professor of Government and Politics, 1988
Crisafulli Distinguished Teaching Award, 2005

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M.S., Ph.D. Syracuse University
Assistant Professor of Computer Science, 2005

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Associate Professor of Psychology, 1989
Crisafulli Distinguished Teaching Award, 1997

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Assistant Professor of Anthropology, 2004

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Associate Professor of Management, 1979

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Assistant Professor of Criminal Justice, 2004

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Award for Excellence in Academic Advising, 2001

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Assistant Professor of Geophysics, 2007

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Assistant Professor of Criminal Justice, 2004

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B.A. Utica College
Adjunct Professor of Computer Science

Charles Lewis
B.A. Utica College
Adjunct Instructor of Physical Education

Philip Lohre
B.A., M.A. SUNY at Albany
M.S. College of St. Rose
Adjunct Professor of History

Suzanne Lynch
B.S. Wayne State University
M.S. Utica College
Visiting Instructor of Economic Crime

Dianna Malecki
B.A. State University of New York at Cortland
M.S.W. State University of New York at Albany
Adjunct Instructor of Psychology

Nancy Mandry
B.A. Syracuse University
M.S. SUNY at Cortland
Adjunct Instructor of English

Paul Mastrangelo
B.A. The Evergreen State College
M.F.A. Ohio University
Adjunct Instructor of Theatre

Richard Moon
B.A. Utica College
Adjunct Instructor of Education

Margaret Morgan-Davie
B.A. Oberlin College
M.A. Cornell University
Ph.D. Cornell University
Assistant Professor of Economics

Kathryn S. Muller
B.A. State University College, Oneonta
M.S. University of Washington, Seattle, WA
Adjunct Instructor of Psychology

Mark Munroe
B.S. Calgary College
M.A. Syracuse University
Adjunct Professor of Philosophy

Jacquelin Osterman
B.A., M.A. SUNY Albany
Adjunct Professor of Theatre

Dominic Passalacqua
B.A. Utica College
M.A. Boston University
Adjunct Professor of Government and Politics

Rose M. Patterson
B.A. Utica College
Adjunct Professor of Mathematics

Robert J. Petrillo
B.S. University of Rochester
M.B.A. University of Buffalo
Assistant Professor of Accounting and Management

Frank Price
B.A. Hamilton College
Ph.D. University of Colorado, Boulder
Adjunct Instructor of Biology

Francis G. Reid
B.S. Siena College
M.S. University of Nebraska
Adjunct Professor of Business

David Roberts
B.A. Utica College
M.S. State University of New York at Albany
Adjunct Professor of Psychology

Peter Rocci
B.S. SUNY Buffalo
M.E. University of Idaho, Moscow ID
Adjunct Instructor of Mathematics

Sarah Rosenstein
B.A. Wellesley College
Ph.D. Duke University
Adjunct 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

Jan Marie Simpson, P.T.
B.S. Le Moyne College
B.S. State University of New York Health Science Center at Syracuse
M.S. The New School University, New York, NY
Assistant Professor of Physical Therapy, 1995

Mary Siniscarco, MS, OTR/L
B.S. Utica College
MS, SUNY Cortland
Assistant Professor of Occupational Therapy

Ellen Smith
B.S. Saint Olaf College
M.P.H. University of Minnesota
Assistant Professor of Nursing

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

Richard M. Stulmaker
B.A., M.A. State University of New York at Albany
Adjunct Professor of Sociology

John D. Susenburger, CMA
B.S. University of Missouri
M.B.A. St. John's University
Adjunct Instructor of Business and Economics

Faith M. Thompson
B.S. Albany College of Pharmacy
M.S. State University of New York at Albany
Adjunct Professor of Biology

Alfred J. Valentini
B.A., M.A. State University of New York at Albany
Adjunct Professor of Italian

Nancy J. Vaccaro
B.S., M.A. New School of Social Research
Adjunct Clinical Instructor

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

William Virkler
B.S. LeMoyne College
M.B.A. Syracuse University
Adjunct Instructor of Criminal Justice

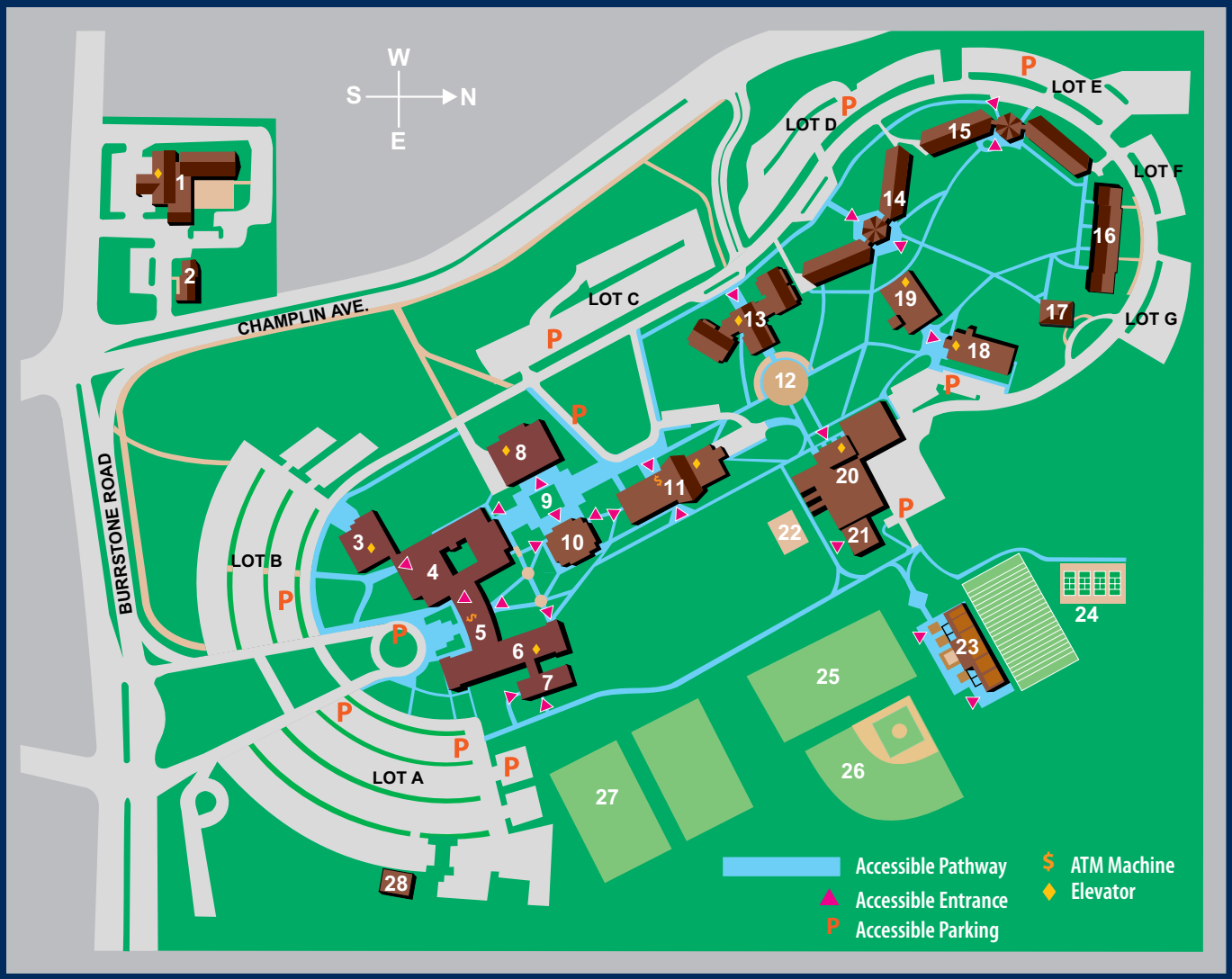
Carl Wheat
B.A. Hartwick College
M.A. Western Michigan University
M.A. Albany State University
Adjunct Instructor of Mathematics

R. Barry White, C.P.A.
B.S., M.S. State University of New York at Binghamton
Adjunct Professor of Accounting

Robert Zaykoski
B.S. Utica College
Ph.D. The Ohio State University
Adjunct Instructor of Chemistry and Physics

Regina Zdeb
B.A. Utica College
M.A. SUNY at Albany
Adjunct Instructor of Mathematics

**Year of appointment to Utica College*



1) Burrstone House
2) Champlin House
3) F. Eugene Romano Hall
4) Issac Gordon Science Center
5) Addison Miller White Hall
6) Moses G. Hubbard Hall
7) Faculty Center
8) Frank E. Gannett Memorial Library
   Library Concourse on Lower Level
9) Michael A. Romano Plaza
10) Rocco F. DePerno Hall
11) Ralph F. Strebel Student Center
12) Edward and Jean Duffy Plaza
13) Sherwood Boehlert Hall and Conference Center
14) South Hall
15) North Hall
16) Alumni Hall
17) Newman Center
18) Bell Hall
19) Tower Hall
20) Harold T. Clark, Jr. Athletic Center
21) Harold T. Clark, Sr. Team Facility
22) Sand Volleyball Court
23) Charles A. Gaetano Stadium
24) Tennis Courts
25) Soccer Field
26) Baseball Field
27) Practice Field
28) Maintenance Facility

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.

Center for Identity Management and Information Protection

The Center for Identity Management and Information Protection (CIMIP) of Utica College is a research collaborative dedicated to the study of identity management, information sharing, data protection and the crimes of identity theft and identity fraud. Founded in June 2006, its ultimate goal is to impact policy, regulation, and legislation through research and technical assistance applications.

CIMIP's stakeholders are committed to working together to provide resources, gather subject matter experts, provide access to sensitive data, and produce results that will be practically applied to the fields of identity management, information protection and the prevention and control of identity theft and identity fraud. CIMIP study project results are put into action in the form of recommendations for best practices, new policies, regulations, legislation, training opportunities, and proactive initiatives.

Economic Crime Institute

The Economic Crime Institute (ECI) 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 profes-sionals. The ECI meets its goals by encouraging the exchange of expertise between educators and professionals in the field; placing students in internships, co-op programs, and professional positions with corporations and government agencies; sponsoring conferences, seminars, and lectures; and supporting research endeavors. The Institute has a distinguished board of advisors that includes individuals at the top of their fields in higher education, business, and the federal government. These board members, who are experts in insurance fraud, credit card fraud, computer security, financial investigations, internal security, and corporate security, are working with Utica College faculty to accomplish the ECI's goal of preparing individuals to fight economic crime. In addition, the ECI has developed a computer-aided instructional laboratory to be used by economic crime investigation, accounting, and computer science students for a variety of courses.

Education Consortium at Utica College

The mission of The Education Consortium at Utica College is to provide exemplary, cost-effective educational opportunities to meet the certification and educational needs of teachers, administrators, and other employees of consortium members. Membership is institutional and is open to any school district, BOCES, or other organization desiring to participate in its activities.
The Consortium provides an opportunity for members to develop joint programs to meet shared needs for professional development, the sharing of information and resources, assistance in meeting state requirements, and professional networking.

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. The Center's objectives are:

- To develop a library and other teaching resources in the field of ethnic studies.
- To promote the collection of historical and cultural materials.
- To support the publication of occasional papers, monographs, and other items on topics related to ethnic studies.
- To sponsor an annual lecture and artist series.
- To develop bibliographic references for area libraries, historical societies, and organizations housing research materials on ethnic studies.
- To work with community organizations toward the preservation and dissemination of information on the ethnic experience in central New York.
- To cooperate with The History Project at the Center for Historical Research sponsored by the Utica College history department.

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 organi-zations (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 indepen-dent 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.

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. 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.

Institute of Applied Ethics

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

The Leadership Institute at Utica College

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

Mohawk Valley Center for Economic Education

The Mohawk Valley Center for Economic Education at Utica College 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, corpor-ations, and labor leaders devoted to improving the economic literacy of students throughout the United States. The NCEE developed Economics America, 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 Economics America 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.

FALL 2008

Residencies:

August 21 - 24	**Economic Crime Management Program**
August 14 - 16	**MBA – Economic Crime and Fraud Management & Professional Accountancy (MGT 601 & MGT 602)**
August 18 - 20	**MBA– Economic Crime and Fraud Management & Professional Accountancy (MGT 601 & MGT 602)**
September 13 - 15	**Transitional Doctorate in Physical Therapy**

August 26	Campus Fall Semester Begins
October 6	Last Day to Submit Draft Thesis/Research Project to Faculty for May 2009 Commencement
October 13	Autumn Break (for Campus Programs)
November 7	Last Day to Submit Final Approved Thesis/Research Project to the Office of Vice President for Academic Affairs for May 2009 Commencement
November 26–30	Thanksgiving Recess (for Campus programs)
December 8	Campus Fall Classes End
December 10-15	Final Exams for Campus Day Courses
December 2-12	Final Exams for Campus Evening Courses
December 13	Reception for December Degree Candidates

SPRING 2009

Residencies:

January 3 - 5	**Transitional Doctorate in Physical Therapy**
January 15 - 18	**Economic Crime Management Program**
January 8 - 10	**MBA – Economic Crime and Fraud Management & Professional Accountancy (MGT 601 & MGT 602)**
January 12 - 14	**MBA – Economic Crime and Fraud Management & Professional Accountancy (MGT 601 & MGT 602)**
February 2 - 4	**Transitional Doctorate in Physical Therapy**

January 22	Campus Spring Classes Begin
March 6	Last Day to Submit Draft Thesis/Research Project to Faculty for May 2009 Commencement
March 16-20	Spring Recess Week (for Campus Programs)
April 10	Last Day to Submit Final Approved Thesis/Research Project to the Office of Vice President for Academic Affairs for May 2009 Commencement
May 6	Spring Campus Classes End
May 8-13	Final Exams for Campus Day Courses
May 8-14	Final Exams for Campus Evening Courses
May 17	Commencement

This calendar reflects courses meeting on campus. Distance learning or other programs with non-traditional formats have separate academic schedules that can be obtained from the respective program offices.

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 vice president for student affairs and dean of students so that special arrangements can be made if necessary.

Utica