

2019 Graduate Catalog

SUMMER – FALL

MAY 2019

Office of Academic Affairs
UTICA COLLEGE | 1600 BURRSTONE ROAD UTICA, NY 13502

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About UC

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

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

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

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

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

For Further Information:

<p>For further information about Utica College and admissions material, contact:</p> <p style="text-align: right;">Utica College Office of Graduate Admissions 1600 Burrstone Road Utica, NY 13502-4892 Telephone: (315) 792-3010 Fax: (315) 792-223-2530 E-mail: gradadmissions@utica.edu Website: www.utica.edu/admissions-grad</p>	<p>For further information or materials regarding our online programs, contact:</p> <p style="text-align: right;">Utica College Online Degree Programs Telephone: (866) 295-3106 Website: www.onlineuticacollege.com</p>
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Mission Statement

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

Values

The Utica College community values:

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

Graduate Education at UC

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

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

Charter and Accreditation

Utica College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The College's Graduate Programs are approved by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Avenue, Albany, New York 12234, (518) 474-5851.

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

Non-discrimination Policy

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual

orientation, gender identity, gender expression, veteran status, disability, AIDS, citizenship status, genetic predisposition, domestic violence victim status, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica College programs, services, and activities.

The 504 ADA Compliance Officer for Utica College is Lisa Green, Vice President for Human Resources and Personnel Development (3157923276).

Utica College has designated the Vice President for Human Resources and Personnel Development in the Office of Human Resources (3157923276) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended).

Utica College has designated the Director of Learning Services in the Office of Learning Services (3157923032) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended) and Section 504 of the Rehabilitation Act of 1973 on behalf of students.

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

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

Deputy Title IX Coordinator for Students: Alane Varga, Dean for Diversity and Student Development (315-792-3100 or avarga@utica.edu)

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

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

Disclaimer Statement

The online version of the Utica College Undergraduate Catalog is the official version. The online catalog will be updated two times a year. The Spring-Winter catalog will be published in early January and the Summer-Fall catalog will be published in early May. The official publication date of this catalog is May 2019. It is the student's responsibility to know and follow current requirements and procedures at the department, school, and College levels.

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The College reserves the right to make such changes as it determines, in its sole discretion, to be necessary or advisable in its regulations, course offerings, staff, and financial policies without notice. Changes to rules and policies may occur at any time and could be applied to currently matriculated students.

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

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

Charter and Accreditation

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.

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This institution is authorized by The Indiana Board for Proprietary Education, 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984.

Mission Statement

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Admission Requirements

Admission to Utica College

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

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

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

Each graduate department decides on the admissibility of its students. Each department may also consider admission by exception for a limited number of students who do not qualify for regular admission but have other strengths. Students who are accepted will be notified by postal mail and email.

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

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

All applicants to graduate programs at Utica College must have a baccalaureate degree from an accredited institution and must complete the appropriate application forms. Students whose native language is not English are required to

submit proof of their proficiency in English. TOEFL (550/79), IELTS (6.5) All students whose native or first language is not English will be required to take an English proficiency examination regardless of their TOEFL or IELTS score. In addition, the individual programs have program-specific requirements (see below).

International Graduate Students

International students enhance the cultural richness and diversity of a campus community. Students whose native language is not English are required to submit proof of their proficiency in English. TOEFL (550/79), IELTS (6.5) International students may also be required to take additional English courses to prepare them for future writing-intensive courses and assignments at Utica College.

Graduate applications can be found through the Utica College website at www.utica.edu/gradapp. The International Student Certification of Finances Form, along with third-party verification, must accompany the application. The U.S. Immigration and Customs Enforcement requires this information. While an admission decision can be made without this financial documentation, the I-20 form cannot be issued until this document and third-party verification of funding are received.

International transfer students are welcome at Utica College and will receive credit for their past academic work from accredited colleges and universities. Transcripts submitted for consideration of transfer credits must have an official translation into English. We recommend that you submit your transcripts to a recognized professional credential evaluation service.

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 email gradadmissions@utica.edu.

Transcript Evaluation Service

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

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

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

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

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

Graduate and Professional Examinations

- The Miller Analogies Test, which is an hour long, can be taken anytime during normal business hours (10 am to 3 pm, Monday through Friday with the exception of holidays). The fee is \$100 (subject to change at any time). Please contact John Rowe, graduate admissions director at (315)792-3010 or e-mail him at jrowe@utica.edu to arrange a time to take the test. Review materials for the Miller Analogies Test are available at no cost online at: www.pearsonassessments.com. PLEASE NOTE: The MAT examination is the only graduate test accepted by the Utica College Department of Teacher Preparation for admissions to the teacher certification programs.
- New York State Teacher Certification Examinations: Candidates for teacher certification must also pass the Content Specialty Test (CST) for their certification area and the Educating All Students Test (EAS) along with the edTPA exam. For more information, please go to: www.nystce.nesinc.com

Business Administration

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

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 3 letters of recommendation
- A personal statement

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.

Applicants to the MBA in Professional Accountancy program:

- Bachelor's degree in Accounting from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 3 letters of recommendation
- A personal statement

Applicants with limited accounting experience should have an undergraduate record that indicates a high potential to be successful on professional exams, such as the CPA, CMA, or CFE. Applicants with limited undergraduate coursework in accounting may need to satisfy accounting prerequisites.

Applicants to the Management (M.B.A.) program:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 2.7.
- 3 letters of recommendation.
- A personal statement.

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.

Computer Forensics

1. An overall GPA of 3.0 or above
2. A letter of recommendation.

3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Cybersecurity

Applicants to the Cybersecurity program must have:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- A personal statement
- 3 letters of recommendation.

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

Cyber Operations

Applicants to the Cyber Operations Advanced Certificate (C.A.S) must have

1. An overall GPA of 2.7 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Cyber Policy

Applicants to the Cyber Policy Advanced Certificate (C.A.S) must have

1. An overall GPA of 2.7 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Cyber Policy and Risk Analysis

Applicants to the Cyber Policy and Risk Analysis (M.P.S.) must have:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- A personal statement
- 3 letters of recommendation.

Students with degrees in fields other than Cyber may be required to complete some prerequisite courses in addition to the 30 credit hour requirement for the program.

Applicants to the Data Science (M.S.) Program must have:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- A personal statement
- 2 letters of recommendation.

Education

Applicants to the Childhood and Special Education Program:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 2 letters of recommendation.
- A major or major equivalent in an appropriate liberal arts area.
- Miller Analogies Test (MAT)
- Personal Statement

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, Adolescence and Students with Disabilities Grades 7-12 Generalist, and Apprenticeship (Transitional B) program:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 2 letters of recommendation.
- A major or major equivalent in the subject area in which they wish to teach.
- Miller Analogies Test (MAT)
- Personal Statement

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

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

Applicants to the Special Education Teacher Certification Program:

- Bachelor's degree from an accredited institution.
- Must hold initial certification in Childhood Grades 1-6
- Undergraduate GPA of at least 3.0.
- 2 letters of recommendation.
- Miller Analogies Test (MAT).
- Personal Statement

Applicants to the Leadership and Instruction for Inclusive Classrooms Programs:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 2 letters of recommendation.
- Miller Analogies Test (MAT).
- Personal Statement

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.

Financial Crime and Compliance Management

Applicants to the Financial Crime and Compliance Management program must have:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- A letter of support from applicant's employer.
- 3 letters of recommendation.
- A personal statement.

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

Financial Crime and Compliance Operations

Applicants to the Financial Crime and Compliance Operations (C.A.S) program must have:

1. An overall GPA of 2.7 or above
2. A letter of recommendation from your current employer
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Health Care Administration

Applicants to the Health Care Administration program must have:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.
- 3 letters of recommendation.
- Personal statement.
- 3 years of experience in a healthcare and/or management position.

Liberal Studies*

***Utica College is not currently accepting students for this program**

Applicants to the Monitoring, Surveillance and Intelligence Operations Advanced Certificate (C.A.S) must have

1. An overall GPA of 2.7 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Occupational Therapy

Utica College participates in the OTCAS centralized application service. All graduate OT applicants must apply through OTCAS. Please go to <https://portal.otcas.org>. Before applying, applicants should go to www.utica.edu/ot and read the OT Information Guide thoroughly.

Applicants to the Occupational Therapy program must have:

- Bachelor's degree with a "B" average (GPA of 3.2 or higher on a 4.0 scale) from an accredited institution.
- Successful completion of designated prerequisite courses with a minimum grade of C.
These courses include:
 - Anatomy and Physiology I & II
 - General Psychology
 - Statistics
 - Research Methods
 - Introduction to Sociology or Anthropology
 - Human Development or Lifespan Development (must cover birth through old age)
 - Upper-level (applied) anatomy courses such as Gross Anatomy or Neuroanatomy
 - Abnormal psychology
 - Biomechanics Kinesiology
 - Medical conditions and implications or pathophysiology
- 2 personal recommendations (one from a currently practicing occupational therapist and one from an academic professor).
- Knowledge of the profession through work or volunteer experience. Applicants should complete 25 hours of volunteer/observation experience with an occupational therapy practitioner in at least two different practice settings and write a reflective summary of those experiences.
- A physical health examination, completion of designated health requirements, and accident and health insurance.
- CPR certification for adult/child/infant.
- The following prerequisite courses need to have been taken within seven years of the date of application: Applied Anatomy, Abnormal Psychology, Research Methods, Medical Conditions and implications or pathophysiology.

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

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

For more information:

National Field Placement Services
 Kayla Fraser, Coordinator, Fieldwork Placement Coordinator
 Ph: 1-866-294-5160
 Fax: (613) 4326840
 email: kaylafraser@megram.com

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

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

Entry Level Physical Therapy (DPT)

Utica College participates in the centralized Application process for PT (PTCAS). To apply, please go to their website at www.ptcas.org. Before applying, applicants should go to www.utica.edu/pt and read the DPT Information Guide thoroughly.

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

- Bachelor's degree with an overall GPA of 3.0 or higher from an accredited institution.
- 2 personal recommendations (one from a currently practicing physical therapist and one from an academic professor).
- For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination, 79 on the internet-based examination (minimum of 25 on the speaking portion required).
- Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area. More than one experience is required (total 40 hours). Complete a Clinical Observation Sheet for each experience. Complete at least 10 hours in an inpatient setting with the remainder of the 40 hours in another setting such as an outpatient setting, a school, etc.
- An academic history that includes the courses listed below. All courses should have been taken through the appropriate departments, e.g. Biology, Chemistry, Physics, Psychology. All prerequisite courses must have been completed prior to the start of the Physical Therapy Program. All science courses must have been taken within 10 years prior to applying.

Students must earn grades of "B-" or better in the following science courses:

- a. **Biological Sciences:** two courses (anatomy/physiology course with laboratory meet this requirement).
- b. **Upper-Level Science:** one upper-level course (300-400) of at least 3 credits with a biology focus. This course can be taken through another department such as Exercise Science or Kinesiology but preferably should be taken through the biology department. Examples of courses that would fulfill the requirement are: Neuroscience, Principles of Motor Control, and Biology of Aging.
- c. **Physical Sciences:** four courses, two courses in general chemistry with laboratory (equivalent to 8 semesters hours) and two courses in physics with laboratory (equivalent to 8 semester hours).

Note: Prerequisite science courses can only be repeated once in order to get a grade of B- or better.

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

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

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

Post-Professional (Transitional) Doctor of Physical Therapy

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

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

- TOEFL score minimum score
 - Computer-based - 213
 - Internet-based - 79-80
 - Paper-based - 550
- IELTS score minimum score - 5.5
- Citizenship of a country where English is an official language and the language of instruction in higher education.
- Hold a post-secondary degree from a US college which required completion of written and oral materials in English.
- Post-professional transitional DPT applications are reviewed, on a rolling basis, for three separate entry cohorts (January, May, and August). For more information, visit the graduate website at www.utica.edu/admissions-grad.

Applicants to the Regulatory and Compliance Assurance Advanced Certificate (C.A.S) must have

1. An overall GPA of 2.7 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Applicants to the Securities Compliance Advanced Certificate (C.A.S.) must have

1. An overall GPA of 2.7 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Academic Calendar

Dates are subject to change by official action of UC. For more current information see <http://www.utica.edu/academic/calenda>

Summer 2019

Summer 2019		1	D1	D2	D3	DO	DO1	ED1	ED2	ED3	ED4	HP	S1	S2	PT1	PT2	PT3	PT4	PT5
Part of Term	# of Weeks in Part of Term	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Last Day of Classes		5/13/2019	5/13/2019	7/8/2019	5/13/2019	5/20/2019	5/20/2019	5/13/2019	6/3/2019	7/15/2019	5/14/2019	7/8/2019	5/20/2019	7/8/2019	5/13/2019	5/13/2019	6/10/2019	6/17/2019	6/24/2019
Last Date to Add/Drop		5/17/2019	5/17/2019	7/12/2019	5/17/2019	5/24/2019	5/24/2019	5/17/2019	6/7/2019	7/19/2019	5/17/2019	7/5/2019	5/24/2019	7/12/2019	5/17/2019	5/17/2019	6/14/2019	6/21/2019	6/28/2019
Mid Term Grades Due		7/7/2019	6/9/2019	8/4/2019	7/7/2019	7/7/2019	6/9/2019	N/A	N/A	N/A	N/A	N/A	6/9/2019	7/28/2019	N/A	N/A	N/A	N/A	N/A
Last Day to Withdraw without Academic Penalty		7/22/2019	8/17/2019	8/12/2019	7/22/2019	7/22/2019	8/17/2019	5/24/2019	7/1/2019	8/14/2019	6/11/2019	7/18/2019	6/17/2019	8/5/2019	5/30/2019	6/10/2019	6/12/2019	7/15/2019	8/5/2019
Last Day to place class on Pass/Fail or Audit		7/22/2019	6/17/2019	8/12/2019	7/22/2019	7/22/2019	6/17/2019	5/24/2019	7/1/2019	8/14/2019	6/11/2019	7/18/2019	6/17/2019	8/5/2019	5/30/2019	6/10/2019	6/12/2019	7/15/2019	8/5/2019
Last Day to Withdraw-Fall (calculates as an F in GPA)		8/29/2019	7/4/2019	8/29/2019	8/29/2019	8/29/2019	7/4/2019	5/28/2019	7/11/2019	8/27/2019	6/24/2019	8/10/2019	6/27/2019	8/15/2019	6/13/2019	6/20/2019	6/13/2019	7/25/2019	8/22/2019
Final Grades Due		9/4/2019	7/10/2019	9/4/2019	9/4/2019	9/4/2019	7/10/2019	6/3/2019	7/17/2019	9/2/2019	7/1/2019	8/7/2019	7/3/2019	8/21/2019	6/19/2019	6/26/2019	6/19/2019	7/31/2019	8/28/2019
SOOT Opens (link sent to students' UC email account)		8/23/2019	6/28/2019	8/23/2019	8/23/2019	8/23/2019	6/28/2019	N/A	N/A	N/A	N/A	N/A	N/A	6/21/2019	8/9/2019	N/A	N/A	N/A	N/A
SOOT Closes		8/30/2019	7/5/2019	8/30/2019	8/30/2019	8/30/2019	7/5/2019	N/A	N/A	N/A	N/A	N/A	N/A	6/28/2019	8/16/2019	N/A	N/A	N/A	N/A
Last Day of Classes		8/30/2019	7/5/2019	8/30/2019	8/30/2019	8/30/2019	7/5/2019	5/29/2019	7/12/2019	8/28/2019	6/25/2019	8/9/2019	6/28/2019	8/16/2019	6/14/2019	6/21/2019	6/14/2019	7/26/2019	8/23/2019

*There will be an adjustment to accommodate for Memorial Day and Independence Day for on-ground classes.
Fall registration for non-mat students begins: 6/3
Deadline to apply for August degree: 6/15
Summer 2019 degree conferral date: 8/31*

Last updated: 3/21/2019

Fall 2019

Fall 2019

Part of Term	1	D1	D2	D3	H1	H2	T1	T2	T3	OTW
# of Weeks in Part of Term	16	8	8	16	8	8	5	5	5	18
First Day of Classes	9/2/2019	9/2/2019	10/28/2019	9/2/2019	9/2/2019	10/28/2019	9/2/2019	10/7/2019	11/11/2019	8/19/2019
Last Date to Add/Drop	9/6/2019	9/6/2019	11/1/2019	9/6/2019	9/6/2019	11/1/2019	9/6/2019	10/11/2019	11/15/2019	8/23/2019
Mid-Term	10/27/2019	9/29/2019	11/24/2019	10/27/2019	9/29/2019	11/24/2019	N/A	N/A	N/A	10/27/2019
Mid-Term Grades Due	10/27/2019	9/29/2019	11/24/2019	10/27/2019	9/29/2019	11/24/2019	N/A	N/A	N/A	10/27/2019
Last Day to WD without Academic Penalty	11/11/2019	10/7/2019	12/2/2019	11/11/2019	10/7/2019	12/2/2019	9/23/2019	10/28/2019	12/2/2019	10/28/2019
Last Day to place class on Pass/Fail or Audit	11/11/2019	10/7/2019	12/2/2019	11/11/2019	10/7/2019	12/2/2019	9/23/2019	10/28/2019	12/2/2019	10/28/2019
Last Day to Withdraw-Fail (calculates as an F in GPA)	12/19/2019	10/24/2019	12/19/2019	12/19/2019	10/24/2019	12/19/2019	10/3/2019	11/7/2019	12/19/2019	12/19/2019
Final Grades Due	12/29/2019	10/30/2019	12/29/2019	12/29/2019	10/30/2019	12/29/2019	10/9/2019	11/13/2019	12/29/2019	12/29/2019
SOOT Opens (link sent to students' UC email account)	12/6/2019	10/18/2019	12/13/2019	12/13/2019	10/18/2019	12/13/2019	9/27/2019	11/1/2019	12/6/2019	12/6/2019
SOOT Closes	12/13/2019	10/25/2019	12/20/2019	12/20/2019	10/25/2019	12/20/2019	10/4/2019	11/8/2019	12/13/2019	12/13/2019
Last Day of Classes	12/15/2019	10/25/2019	12/20/2019	12/20/2019	10/25/2019	12/15/2019	10/4/2019	11/8/2019	12/15/2019	12/15/2019

Final Exams (full term ground Classes) 12/16 - 12/20

Deadline to Apply for December Degree: 10/15/2019

October break: October 14 - 15

Spring Registration begins online: 11/18/2019

Thanksgiving break: November 27 - 29

Non-matriculated Spring registration begins: 12/2/2019

December degree conferral date: December 31, 2019

Last updated: 2/13/2019

Programs of Study

School of Business & Justice Studies

Accounting (M.S.)

The Utica College Master of Science in Accounting degree is designed for students who have a BS degree in accounting or who have an undergraduate degree in business with a concentration in accounting. The MS in Accounting is an online program. The program prepares students for work in public, private, and government accounting.

The MS in Accounting prepares students for the CPA exam and CPA licensure. Combined with a typical undergraduate accounting degree, this program provides graduates with more than 33 credit hours in accounting, including 18-24 graduate hours, and more than 33 credit hours of general business, including 6-12 graduate hours. These credentials should meet the academic course requirements for CPA licensure in most states.

The curriculum for the MS in Accounting consists of 18 semester hours of required accounting courses, a 3 credit hour required finance course and a 3 credit course in quantitative methods. Students can complete the program in 5 semesters if they meet all prerequisites and take 6 credit hours of classes per term.

Prerequisites for Admission to this Program

Before being admitted to this program, students must have completed all of the following:

1. At least 18 credit hours in accounting, which must include two three-hour courses in intermediate accounting as well as at least one course in each of the following:

- Auditing and Attestation Services
- Taxation

- Cost of Managerial Accounting
2. A minimum of 30 credit hours of general business courses including at least one course in each of the following:

- Microeconomics
- Statistics
- Finance

Accounting courses are not considered general business courses and cannot be used to satisfy this requirement.

Graduates from this program will be able to:

- Identify valid accounting and tax standards and formulate solutions to accounting and taxation problems citing authoritative resources.
- Analyze and evaluate business problems using a variety of techniques and devise data-driven solutions.
- Use the FASB Accounting Standards Codification to evaluate and design solutions for complex accounting cases.
- Demonstrate an understanding of the concepts and processes involved in performing an audit.
- Analyze and apply accounting and financial information to facilitate strategic decision-making.
- Describe common ethical dilemmas faced by accounting professionals and the individual's responsibility in these situations.

Academic Requirements (30 credit hours)

Required Courses (24 credits)

- **ACC 503 - Advanced Corporate Tax (3)**
- **ACC 563 - Forensic Accounting (3)**
- **ACC 601 - Advanced Managerial Accounting (3)**
- **ACC 602 - Accounting Theory & Practice (3)**
- **ACC 607 - Financial Statement Analysis (3)**
- **ACC 613 - Advanced Auditing (3)**
- **ECN 607 - Quantitative Analysis for Management (3)**
- **FIN 613 - Advanced Corporate Finance (3)**

Elective Courses in the MS in Accounting (6 credit hours)

Select two electives from the following:

- ANY ACC or RMI class 600 level or higher

Computer Forensics Advanced Certificate

The certificate in Computer Forensics provides students with the detailed knowledge necessary to investigate computer and network-related cyber incidents. Cyber incidents cover a wide array of illegal activities, including cybercrime and fraud, child pornography, cyber attack, insider threat, terrorism, and espionage. As they proceed through the Computer Forensics Advanced Certificate, students learn how to apply state-of-the-art computer and network forensic tools to the investigation of cyber-based incidents such as the unauthorized observation and manipulation of data and the illegal use of digital devices. Together-through readings and videos, peer discussions, supervised simulations, and so on-students

explore the role that malware plays for computer investigators as well as how malicious actors use data hiding, steganography, and anonymity techniques.

With globalization and ever-increasing technology, the field of computer forensics is becoming increasingly relevant. The proposed certificate addresses the growing national and international need for qualified individuals to work in the discipline.

Students who complete the certificate will be able to:

- Apply computer forensics tools and techniques to solving issues related to malicious cyber incidents
- Apply network forensics tools and techniques to complex, network related cyber incidents and scenarios
- Analyze and assess the role that data hiding, steganography and anonymity play in computer and network-related investigations
- Apply legal, social and ethical constraints to scenarios associated with computer and network-related forensic investigations
- Assess the role that malware plays in investigating computer and network-related investigations.

Required Courses (18 Credit Hours)

- **CYB 624 - Essential Topics and Emerging Trends in Cybercrime Investigations (3)**
- **CYB 642 - Access Methods and Data Hiding (3)**
- **CYB 651 - Computer Forensics and Investigation Methods (3)**
- **CYB 652 - Intrusion Forensics and Network Analysis (3)**
- **CYB 653 - Network Forensics (3)**
- **CYB 659 - Advanced Topics in Computer Forensics (3)**

Cyber Operations Advanced Certificate

The certificate in Cyber Operations provides students with an understanding of the tools and techniques used to actively protect cyberspace systems and networks. Students taking this certificate program learn about state-of-the-art tools and techniques in the disciplines of cyber defense and cyber attack domains. Students will apply the latest tools and technologies in hands-on, controlled experimental environments. In addition, students will examine how data hiding methods such as steganography and anonymity are used by adversarial actors and threat agents in the conduct of cyberspace operations. Students will also learn how to identify and mitigate adversarial cyber intrusions and attacks.

Cyber operations has become a key area within the discipline of cybersecurity. There is an overwhelming need in both the government and private sectors for individuals who have knowledge of this technical discipline. Cyber operations is an interdisciplinary area that covers the entire scope of cyberspace and related operations, from both a technical and a non-technical perspective. As such, the Cyber Operations certificate provides a basic foundation in computer architecture, cybersecurity testing, vulnerability assessment, security policy/procedures, penetration testing, and incident response/recovery. Having a Cyber Operations certificate enables Utica College to reach out to a broad range of individuals who are seeking to gain an understanding of this new and emerging field.

Students who complete the certificate will be able to:

- Analyze and assess tactics, techniques and procedures for cyberspace operations in the context of legal and ethical issues and constraints
- Apply vulnerability assessment and penetration testing tools to assess the security posture of cyberspace systems
- Conduct cyber defense and cyber attack experiments

- Apply data hiding methods to cyberspace operations
- Apply network forensic tools and techniques to diagnose system problems and cyber incidents.

Required Courses (18 Credit Hours)

- **CYB 640 - Tactics, Techniques, and Procedures (3)**
- **CYB 641 - Computer and Network Operations (3)**
- **CYB 642 - Access Methods and Data Hiding (3)**
- **CYB 643 - Autonomous Cyber Operations (3)**
- **CYB 649 - Advanced Topics in Cyber Operations (3)**
- **CYB 653 - Network Forensics (3)**

Cyber Policy Advanced Certificate

The certificate in Cyber Policy provides students with an overview of the Constitutional, legal and public policy issues associated with the field of cybersecurity. Just as the field of cybersecurity is vast, so is the study of all the associated legal and policy issues. The certificate program educates students to be able to examine how the United States Constitution, United States laws and public policy relate to every aspect of cyberspace and cybersecurity. In addition, the program addresses the complex interrelationship between the technical, legal, social, ethical, cultural and international aspects of cybersecurity and cyberspace operations. Students will also learn about techniques to understand, assess and manage risk in complex and diverse cyberspace and networked systems.

With globalization and ever-increasing technology, the field of cyber policy is becoming increasingly relevant. The proposed certificate addresses the growing national and international need for qualified individuals to work in the discipline.

Students who complete the certificate will be able to:

- Apply risk assessment and management techniques to real-world cyberspace problems
- Analyze and assess the legal, ethical, social, international and cultural aspects of cyber policy
- Create cyber policies for complex, diverse system environments
- Analyze and assess the complexities associated with cyber conflict and develop cyber policies that address such conflict
- Analyze and assess the implications of cyber espionage and develop policies to counter cyber espionage

Required Courses (18 Credit Hours)

- **CYB 606 - Cyberspace & Cybersecurity (3)**
- **CYB 668 - Organizational Risk Management Frameworks (3)**
- **CYB 680 - Cyberspace Law, Public Policy, and Politics (3)**
- **CYB 681 - The Law and Ethics of Cyber Espionage (3)**
- **CYB 682 - Cyber War and Deterrence (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**

Cyber Policy and Risk Analysis (M.P.S.)

The Master of Professional Studies (M.P.S) degree in Cyber Policy and Risk Analysis educates and prepares cybersecurity professionals and high-level decision makers in industry and government to understand the challenges of, and participate effectively in, the evolving domains of cyberspace and cybersecurity. Students will learn how to deal legally and ethically with sensitive data and information entrusted to them in a variety of application domains and settings, and how to design and evaluate policy. Students will become familiar with the issues surrounding cyber espionage, including the legal and policy limits on United States activity, the threat posed by strategic cyber espionage against the United States, and the tension between the competing demands of national security and personal privacy. In addition, students will examine how other countries are organizing for offensive and defensive activities in cyberspace. Emphasis is placed on those countries that could challenge the national security of the United States concluding with a look at cyber matters in the global diplomatic arena.

The courses in the cybersecurity policy specialization provide an overview of the Constitutional, legal and public policy issues associated with the field of cybersecurity. Students will examine the gap existing where technology has outstripped legal, ethical, and policy disciplines.

The M.P.S. program was designed to address the issues raised in the President's report titled Liberty and Security and Security in a Changing World, which details forty-six recommendations for protecting national security and foreign policy interests while continuing to value privacy, civil liberties, and public trust.

Graduates from this program will be able to:

- Demonstrate a comprehensive understanding of the foundational concepts of cyberspace and cybersecurity - including privacy, risk management, and ethical issues.
- Perform in-depth risk analysis, both as pertaining to a complex organization or governmental agency.
- Understand the global landscape of cyber policy, cyber politics, and international relations.
- Exhibit an awareness of the Constitutional, legal and public policy issues associated with the field of cybersecurity.

Academic Requirements - 30 Credits

Major Core Requirements (15 Credit Hours)

- **CYB 606 - Cyberspace & Cybersecurity (3)**
- **GOV 561 - International Relations & Cyberspace (3)**
- **CYB 668 - Organizational Risk Management Frameworks (3)**
- **CYB 665 - Legal Foundations of Information Security and Privacy (3)**
- Or
- **SOC 563 - Complex Organizations (3)**
- **PHI 655 - Cyber Ethics (3)**

Professional Development Course (3 Credit Hours)

- **CYB 697 - Professional Development in Cyber Policy and Risk Analysis (3)**

Cybersecurity Policy Specialization Courses (12 Credit Hours)

- **CYB 680 - Cyberspace Law, Public Policy, and Politics (3)**

- **CYB 681 - The Law and Ethics of Cyber Espionage (3)**
- **CYB 682 - Cyber War and Deterrence (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**

Cybersecurity (M.S.)*

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

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

Utica's online M.S. in Cybersecurity offers students advanced education and hands-on experience in intelligence, national critical infrastructures, and investigative principles including:

- An understanding of the major concepts in cybersecurity, computer forensics, cyber intelligence and counterintelligence, cyber terrorism, and electronic crime.
- The application of cybersecurity technology to field operations.
- Ethics and legal issues as applied to cybersecurity operations and policy
- A practical knowledge of cybercrime investigations, including methods of maintaining the integrity of cyber evidence.

The faculty have identified several advising specializations, groups of courses within the elective offerings that provide students with a focused path of study. Elective specializations are not formal parts of the curriculum but options within the elective section of the program. Students do not have to focus on a specialization but can with the consent of their advisor, simply elect to take courses that meet their needs or interests. The specializations identified by the faculty are:

- Computer Forensics
- Cyber Operations
- Data Analytics
- Intelligence
- Electronic Crime
- Malware Analysis

Student Learning Goals

- Apply cybersecurity and risk management tools, techniques and technologies to a wide variety of cybersecurity problems
- Demonstrate an understanding of how traditional intelligence methods and procedures are applied to the cybersecurity domain
- Demonstrate critical thinking, research and writing skills related to the domain of cybersecurity
- Demonstrate an understanding of cyber-attack methods and techniques (including malware)
- Demonstrate an understanding of the technical, legal, ethical, social, cultural and international aspects of cybersecurity and cyber conflict

***Utica College has been designated as a National Center of Academic Excellence in Information Assurance and Cyber Defense Education by the National Security Agency (NSA) and the Department of Homeland Security.**

This prestigious five-year designation (2014 - 2019) puts Utica College in the elite ranks of colleges and universities with cybersecurity curricula, faculty and facilities that meet or exceed very stringent national criteria

Academic Requirements (30 - 33 Credit Hours)

Preparatory Requirement

Required for students who have not completed foundational computer software or networking courses, or who have no practical training and experience in computer software or networking.

- **CYB 505 - Foundations of Computing for Cybersecurity (3)**

Major Core Requirements (18 credit hours)

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

Computer Forensics Specialization Requirements (12 credit hours)

Designed for students interested in collecting and preparing evidence of computer crimes such as fraud, child pornography, and cyber espionage, this specialization emphasizes a comprehensive understanding of the computer forensic tools and techniques used to investigate and analyze computers and digital devices. Coursework focuses on the collection and preservation of digital evidence from a variety of environments including computer networks and live systems.

- **CYB 624 - Essential Topics and Emerging Trends in Cybercrime Investigations (3)**
- **CYB 651 - Computer Forensics and Investigation Methods (3)**
- **CYB 652 - Intrusion Forensics and Network Analysis (3)**
- **CYB 653 - Network Forensics (3)**
- or
- **CYB 659 - Advanced Topics in Computer Forensics (3)**

Cyber Operations Specialization Requirements (12 credit hours)

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

- **CYB 640 - Tactics, Techniques, and Procedures (3)**
- **CYB 641 - Computer and Network Operations (3)**
- **CYB 642 - Access Methods and Data Hiding (3)**

- **CYB 643 - Autonomous Cyber Operations (3)**
or
- **CYB 649 - Advanced Topics in Cyber Operations (3)**

Data Analytics (12 credit hours)

The Data Analytics specialization focuses on two aspects of the data science field: using theoretical models in the collection, design, and analysis of quantitative and qualitative data, and the real-world process of creating and implementing solutions based on that data. Students will learn to be data thinkers by understanding the power of data, the limits of data analysis, and then apply their learning to projects. Projects encompass the whole data analysis process from data acquisition and wrangling, analysis, and conclude by communicating identified findings and solutions.

- **DSC 501 - Introduction to Data Science (3)**
- **DSC 607 - Data Mining (3)**
- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**

Intelligence Requirements (12 credit hours)

Designed for students interested in cyber intelligence and counterintelligence, cyber counterterrorism, and cyber counter sabotage. Coursework focuses on analysis of global and national cybersecurity policies, the study and protection of critical infrastructures, as well as operations involving cyber threats and defense.

- **CYB 615 - Cyber Counterintelligence (3)**
- **CYB 616 - International Terrorism (3)**
or
- **CYB 671 - Open Source Cyber Surveillance (3)**
- **CYB 617 - Cyber Conflict (3)**
- **CYB 667 - Critical Incident Command, Response, and All Hazards (3)**
Or
- **CYB 674 - Cyber Data Fusion (3)**

Electronic Crime Specialization Requirements (12 Credits)

Designed for students interested in understanding the technical, legal, and ethical aspects of electronic crime, white collar crime and fraud investigation. Coursework focuses on risk and compliance, legal issues, fraud management and advanced techniques for performing fraud analysis.

- **FCM 535 - Legal and Regulatory Issues for Fraud Management (3)**
- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **FCM 631 - Fraud Management and Technology (3)**
- **FCM 642 - Advanced Fraud Analysis (3)**

Malware Analysis

Designed for students interested in understanding the intricacies of different forms of malware. Coursework focuses on how to detect malware infections, how to recognize the effects of malware infections, and how to perform malware analysis and incident response.

- **CYB 617 - Cyber Conflict (3)**
- **CYB 641 - Computer and Network Operations (3)**
- Or
- **CYB 643 - Autonomous Cyber Operations (3)**
- **CYB 689 - Advanced Topics in Cybersecurity (3)**
- **CYB 691 - Malware Practicum (3)**

Multiple Specializations

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

1. They must have the approval of their academic adviser and the Program Director.
2. Courses should be taken in sequential order. Each specialization should be completed before starting the other.
3. Courses may not be taken in tandem nor can eight week courses be doubled up.
4. The Capstone project 695 and 696 can only be taken upon the completion of the specializations.

Florida Registration

Utica College Incorporated is registered with the Florida Department of State, Division of Corporations, to do business in Florida as a non-profit corporation. Utica College is licensed by the Commission for Independent Education, Florida Department of Education, effective March 2013. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684. Utica College President Laura Casamento is the administrator of the Florida campus. Students will be notified of any administrative changes. The transfer of credits received by Utica College from another institution is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica College.

Residencies held in the spring are located in Florida at The State College of Florida, 7131 Professional Parkway East, Sarasota, FL 34240. Residencies held in the summer or fall are located in New York at Utica College, 1600 Burrstone Road, Utica, NY 13502.

Florida students dissatisfied with the outcome of their grievances may appeal to the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, (888) 224-6684.

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

Hardware and software requirements are loaded into the introduction pages of every course, but can also be found through Engage Quick Reference Guide online at the following website <https://engage.utica.edu/learn/mod/page/view.php?id=136371>. If you have any questions or issues, you can always contact the Personal Support Center by phone at 866-264-1537 or by e-mail at engageutica@personalsupportcenter.com.

Economic Crime and Fraud Management (M.B.A.)

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.

Student Learning Goals

Graduates from this program will be able to:

- Evaluate complex business problems and demonstrate critical thinking by formulating a solution.
- Analyze and interpret business problems using a variety of quantitative skills and techniques.
- Combine leadership and teamwork skills to effectively manage people and processes in a variety of situations.
- Employ effective communication skills in a business environment.
- Identify and assess legal and ethical issues in management and propose appropriate courses of action.
- Conduct a risk assessment and develop an enterprise risk management strategy against fraud.
- Develop a prevention strategy by implementing the application of analytical tools.
- Apply new emerging technology into fraud detection and investigation.

Academic Requirements (30 credit hours)

Prerequisites

If you do not possess an undergraduate degree in a business-related area of study, you may be required to complete a series of prerequisite leveling modules to ensure you possess adequate business knowledge to succeed in the M.B.A. program. Leveling modules are online, self-study modules and your leveling module needs will be determined using a pre-program assessment exam. Your exam results will not impact your acceptance into the program, only your need to complete leveling modules in identified areas of business knowledge.

Management Courses

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

The Management Capstone Course:

- **MGT 619 - Strategic Management and Leadership (3)**

Fraud Management Required Courses

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

The Fraud Management Capstone Course:

Fraud Management Elective Courses

Select one elective from the following:

- **FCM 623 - Advanced Fraud Investigation and Analysis (3)**
- **FCM 632 - Information and Communication Security (3)**

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

Financial Crime and Compliance Management (M.S.)

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

The master of science degree program in Financial Crime and Compliance 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 participate in a three-day residency while completing their coursework via the Internet. The residency program provides opportunities for students to achieve hands-on, technology-related skill learning through labs and demonstrations. The residency also 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 Financial Crime and Compliance Management program combines the areas of management, technology, analytical skills, and a knowledge and understanding of economic crime from a global perspective. The master's degree program was developed in cooperation with the Board of Advisors of the Economic Crime Institute (ECI), a body comprised of individuals who are leaders in various industries and governmental organizations that are adversely impacted by economic crime.

Student Learning Goals

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

Academic Requirements (36 Credit Hours)

Management Courses (9 credit hours)

- **FCM 601 - Financial Crime, Compliance Management (3)**
- **FCM 611 - Organizational Theory, Structure, and Design (3)**
- **FCM 612 - Manager in Global Environ (3)**

Economic Crime Courses (6 credit hours)

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

Technology Courses (9 credit hours)

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

Analytical Skills (6 credit hours)

- **FCM 626 - Financial Investigations (3)**
- **FCM 642 - Advanced Fraud Analysis (3)**

Cumulative Experience (6 credit hours)

- **FCM 651 - Professional Project I (3)**

and

- **FCM 652 - Professional Project II (3)**

or

- **FCM 653 - Thesis I (3)**

and

- **FCM 654 - Thesis II (3)**

Financial Crime and Compliance Operations (C.A.S)

The certificate in Financial Crime and Compliance Operations will prepare you to address the growing field of fraud, financial and white collar crime investigation by teaching skills and techniques for gathering, analyzing, and preserving evidence related to economic and financial misdeeds. This certificate draws from a variety of discipline, including criminal justice, cybersecurity, cybercrime investigation and ethics, to create a cutting edge approach to the study of the topic. The types of financial crime covered in the Economic Crime Investigation program include financial institution fraud (bank fraud, credit/debit card fraud, loan fraud), money laundering, identity theft, wire fraud, insurance fraud, public corruption, health care fraud, embezzlement, environmental and investment fraud.

Students will learn hands-on investigative skills using the most modern and up-to-date tools and technologies to achieve the following:

- Understand, assess and apply fraud management risk and compliance methods
- Apply fraud management, fraud technology and cybercrime investigation tools to counter fraud, financial and white collar crime
- Apply of principles and practices of compliance and operational risk assessment and mitigation to the management of fraud prevention detection, and investigation.
- Analyze and assess approaches to information and communication security
- Understand the tools, techniques and methods used to investigate complex fraud, financial and white collar crime
- Apply methods of detection and methods of investigation including analysis of financial documents, investigation process and techniques to fraud, financial and white collar crime

Required Courses (18 Credit Hours)

- **ACC 604 - Seminar in Assurance & Forensic Auditing (3)**
- **FCM 623 - Advanced Fraud Investigation and Analysis (3)**
- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **FCM 631 - Fraud Management and Technology (3)**
- **FCM 632 - Information and Communication Security (3)**
- **CYB 673 - Principles of Cybercrime Investigations (3)**

Management (M.B.A.)

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

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

Graduates from this program will be able to:

- Integrate concepts from various business disciplines to identify and formulate business strategies and solve business problems.
- Analyze and evaluate business problems using a variety of techniques and devise data-driven solutions.
- Examine business situations and problems from a global perspective and assess how cultural differences impact businesses.
- Appraise leadership attributes in business and other social/public and forums and interpret its impact on business and/or personal outcomes.

The faculty have identified several advising specializations, groups of courses within the elective offerings that provide students with a focused path of study. Elective specializations are not formal parts of the curriculum but options within the elective section of the program. Students do not have to focus on a specialization but can with the consent of their advisor, simply elect to take courses that meet their needs or interests. The specializations identified by the faculty are:

- Business Analytics
- Cyber Policy
- Cybersecurity
- Entrepreneurship
- Finance/Accounting
- Health Care Management
- Insurance and Risk Management
- General

Academic Requirements (30 Credit Hours)

Business Core

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **BUS 621 - Financial Fluency I (1.5)**
- **BUS 622 - Financial Fluency II (1.5)**
- **BUS 631 - Data-Driven Decision-Making I (1.5)**
- **BUS 632 - Data-Driven Decision-Making II (1.5)**
- **BUS 641 - The Global Consumer, Markets and Logistics I (1.5)**
- **BUS 642 - The Global Consumer, Markets and Logistics II (1.5)**
- **BUS 651 - Strategy I (1.5)**
- **BUS 652 - Strategy II (1.5)**

Elective Classes (12 credit hours)

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

Business Analytics

The business analytics specialization focus on two aspects of the data science field: using theoretical models in the collection, design, and analysis of quantitative and qualitative data, and the real-world process of creating and implementing solutions based on that data. Students will learn to be data thinkers by understanding the power of data, the limits of data analysis, and apply their learning to projects. Projects encompass the whole data analysis process from data acquisition and wrangling, analysis, and conclude by communicating identified findings and solutions.

- **DSC 501 - Introduction to Data Science (3)**
- **DSC 607 - Data Mining (3)**
- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**

Cyber Policy

The Cyber Policy specialization prepares cybersecurity professionals and high-level decision makers in industry and government for the challenges and evolving domains of cyberspace and cybersecurity. Upon completion, you will understand how to legally and ethically deal with sensitive data and information in a variety of application domains and settings. Upon completion students will be able to:

- Demonstrate a detailed understanding of cybersecurity policy issues and how these issues impact modern business and governmental organizations.
- Create cybersecurity policy documents that address issues of national and international significance.
- **CYB 680 - Cyberspace Law, Public Policy, and Politics (3)**
- **CYB 681 - The Law and Ethics of Cyber Espionage (3)**
- **CYB 682 - Cyber War and Deterrence (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**

Cybersecurity

The Cybersecurity specialization provides an advanced understanding of the history and evolution of cyber intelligence, as well as the impact cybersecurity networks, protocols and associated systems have on institutions, privacy, business, and government applications. Upon completion, students will be able to:

- Analyze and assess cybersecurity issues faced by modern business, national critical infrastructure, and governmental organizations.
- Demonstrate cyber intelligence and investigative techniques for solving cybersecurity problems.
- **CYB 606 - Cyberspace & Cybersecurity (3)**
- **CYB 610 - Cyber Intelligence (3)**
- **CYB 633 - Critical National Infrastructures and National Security (3)**
- **CYB 673 - Principles of Cybercrime Investigations (3)**

Entrepreneurship

The specialization is customized for strategic early-career or mid-career professionals who are motivated to bring a communication, information, or media business idea to fruition. Students will be introduced to fundamental concepts supporting contemporary media business models and learn the necessary steps to launch a media product or organization. The specialization includes concepts such as audience/market analysis, the importance of diverse revenue streams, user engagement and experience, and prototype development. Upon completion students will be able to:

- Analyze the necessary decision-making processes in entrepreneurship and intrapreneurship.
- Plan, design, and create strategic and innovative business models.
- Assess and evaluate fundamental tasks associated with entrepreneurship and intrapreneurship that involve human capital, logistics, and technology.
- **BUS 517 - Fundamental Models and Concepts (3)**
- **BUS 627 - Audiences/Markets and Analysis (3)**
- **BUS 637 - Revenue Diversification and Model Creation (3)**
- **BUS 647 - Product & Service Innovation (3)**

Finance and Accounting

The Finance specialization prepares you to understand economic forces and how they relate to profitability and growth, as well as introduces you to managerial accounting and contemporary issues in cost management. Upon completion students will be able to:

- Analyze and apply accounting information to facilitate strategic decision making.
- Employ financial decision models to select appropriate projects for a business enterprise and manage firm growth through strategies such as mergers, acquisitions, international expansion, and new venture development
- **ACC 605 - Financial Reporting and Analysis (3)**
- **ECN 610 - Managerial Economics (3)**
- **FIN 601 - Advanced Financial Management (3)**
- **ACC 604 - Seminar in Assurance & Forensic Auditing (3)**

Health Care Management

The Health Care Management specialization prepares you for the challenges of patient-centered care, with an understanding of the complex ethical and legal issues involved from an organizational level. With an MBA in Health Care Management, you'll gain the ability to assess, plan, and implement information technology projects within a health organization. Upon completion students will be able to:

- Interpret systems thinking application in personal, team, and health care organization settings.
- Identify and discern stakeholder interests in competitive and collaborative healthcare initiatives.

You must take 4 from the following courses:

- **HCA 527 - Ethical and Legal Issues (3)**
- **HCA 616 - Organization Dev and Change (3)**
- **HCA 627 - Health Informatics (3)**
- **HCA 531 - Leadership in Marketing and Strategic Planning (3)**
- **HCA 614 - Quality and Performance Improvement in Evidence Based Health Care (3)**

Insurance and Risk Management

The Insurance and Risk Management specialization prepares you to understand non-speculative risks faced by businesses and individuals, as well as how to mitigate those risks. Upon completion, you will have demonstrable expertise in risk management and insurance issues like life and health insurance, disability income, retirement, investment and financial planning. Upon completion students will be able to:

- Apply a variety of risk analysis techniques to evaluate risk/loss exposures and design appropriate risk management solutions in personal/individual and commercial settings.
- Apply a variety of risk analysis techniques to evaluate risk/loss exposures and design appropriate risk management solutions to manage risk across the business enterprise.
- **RMI 610 - Insurance and Risk Management for Today's Professional (3)**
- **RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)**
- **RMI 630 - Insuring and Managing Risk for the Person (3)**
- **RMI 640 - Managing Risk Across the Enterprise (3)**

General Management

The General specialization is perfect for business professionals who need more than one area of focus, as it offers a broad knowledge base tailored to the needs of your career. You will have the opportunity to select any four graduate level courses available to design your expertise to your current and future needs.

Additional Requirements

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

- **BUS 679 - MBA Project Proposal (1.5)**
- **BUS 689 - MBA Project Execution (1.5)**

Monitoring, Surveillance and Intelligence Operations Advanced Certificate

The certificate in Monitoring, Surveillance and Intelligence Operations is designed to provide managers and information technology professionals with the essential tools and techniques needed to identify cyber threats; create cyber policy; and understand the ethical, legal, cultural and regulatory environment as it relates to operating securely in cyberspace.

The certificate in Monitoring, Surveillance and Intelligence Operations provides an understanding of the technical, ethical, legal, cultural and regulatory environment as it relates to operating safely and securely in the global cyberspace environment. More and more computer-related investigations deal with adversaries and criminal groups who have become adept at hiding their behavior and activities. There is a growing need for professionals who have the technical and research skills to understand adversarial behavior and malicious actor activity in the cyberspace domain. This certificate will provide students with the skill set to investigate and understand adversarial activities in cyberspace. Utica College can take on a leadership role in this area by blending academic courses that deal with technical, legal, policy, social, cultural and ethical issues.

Students who complete the certificate will be able to:

- Explain and apply principles from traditional intelligence and counterintelligence disciplines to cybersecurity problems and issues.

- Analyze, explain, and evaluate the capabilities of groups that constitute the greatest threats to modern information-intensive organizations.
- Analyze, explain, and evaluate the technical, ethical, legal, social, cultural and international issues related to cyber conflict.
- Understand and apply principles and concepts related to the trade-offs between data collection, surveillance, monitoring and privacy.

Required Courses (18 Credit Hours)

- **CYB 610 - Cyber Intelligence (3)**
- **CYB 615 - Cyber Counterintelligence (3)**
- **CYB 671 - Open Source Cyber Surveillance (3)**
- **CYB 674 - Cyber Data Fusion (3)**
- **CYB 680 - Cyberspace Law, Public Policy, and Politics (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**

Organizational Risk Assessment and Management Advanced Certificate

The Organizational Risk Assessment and Management certificate provides students with the foundational concepts to conduct risk assessments across a variety of organizations and enterprises. Students will learn how to assess and manage risk in today's modern, complex, information-intensive organization in the context of how to deal with fraud, financial, white collar and cyber-related criminal activity in a secure and cost effective manner. The program will educate students on the practice of risk assessment and management and will teach real-world, hands-on skills using state-of-the-art tools and techniques. Students will be exposed to data-driven decision-making and tools for performing cost-benefit analyses related to organizational risk assessment and management. Legal, social, ethical and cultural considerations will be examined throughout the program.

The field of risk assessment and management is becoming ever more important in its application to the field of cybersecurity. The proposed certificate program addresses the growing national and international need for qualified individuals to work in this discipline. Cybersecurity is a significant monetary investment for modern organizations. The Organizational Risk Assessment and Management certificate provides students with the foundational concepts needed to conduct risk assessments and to effectively manage ever changing cyber risk. Students will learn how to conduct risk assessments in complex, information-intensive organizations as they deal with cyber-related criminal activities. The program will educate students on the theory of risk assessment and management and will teach students how to apply state-of-the-art tools and techniques while factoring in costs and other relevant factors.

Students who complete the certificate courses will be able to:

- Understand and assess the criminal liability of modern organizations and enterprises related to fraud, financial and white collar crime
- Understand and assess the difference between management and leadership in a modern organization
- Understand, assess and apply legal and ethical concepts to the cybercrime domain
- Apply risk assessment and management tools and techniques to modern organizations and enterprises
- Understand risk assessment concepts and tradeoffs including threats, vulnerabilities, countermeasures and cost/benefit
- Understand and apply accounting and finance concepts related to the interpretation and application of financial data to decision making.

Required Courses (18 Credit Hours)

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **BUS 631 - Data-Driven Decision-Making I (1.5)**
- **BUS 632 - Data-Driven Decision-Making II (1.5)**
- **CYB 665 - Legal Foundations of Information Security and Privacy (3)**
- **CYB 668 - Organizational Risk Management Frameworks (3)**
- **FCM 622 - Legal Concepts of Criminal Fraud (3)**
- **FCM 631 - Fraud Management and Technology (3)**

Professional Accounting (M.B.A.)

The Utica College MBA in Professional Accounting is designed for students who have a BS degree in accounting or a BS degree in business with a concentration in accounting. The primary focus of the program is prepare its graduates for professional accounting practice. The MBA in Professional Accounting is an on-ground program, though individual courses may be taught using a "blended" or "hybrid" model that allows students to choose the method of access which best suits their personal and educational preferences.

The MBA in Professional Accounting complies with the New York statutory 150-hour educational requirement for CPA licensure. Combined with a typical undergraduate accounting degree, this program provides its graduates with more than 33 hours of accounting, including 12-15 graduate hours, and 36 hours of general business, including 12 - 18 graduate hours.

The curriculum for the MBA in Professional Accounting consists of a 15-semester hour graduate Business Core which includes a 3 semester hour management capstone course, two required Accounting courses, and three electives. Taking 15 hours of graduate classes per term, students meeting all prerequisites can complete the program in two terms.

Student Learning Goals

Graduates from this program will be able to:

- Integrate concepts from various business disciplines to identify and formulate business strategies, and solve business problems.
- Analyze and evaluate business outcomes using a variety of techniques and devise data-driven solutions.
- Examine business situations and problems from a global perspective and assess how cultural differences impact businesses.
- Appraise leadership attributes in business and other social/public forums and interpret its impact on business and/or personal outcomes.
- Analyze and apply accounting information to facilitate strategic decision making
- Use the FASB Accounting Standards Codification to evaluate and design solutions for complex accounting cases.

Academic Requirements (30 Credit Hours)

Business Core

- **BUS 611 - Principles and Practices of Leadership I (1.5)**

- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **BUS 621 - Financial Fluency I (1.5)**
- **BUS 622 - Financial Fluency II (1.5)**
- **BUS 631 - Data-Driven Decision-Making I (1.5)**
- **BUS 632 - Data-Driven Decision-Making II (1.5)**
- **BUS 641 - The Global Consumer, Markets and Logistics I (1.5)**
- **BUS 642 - The Global Consumer, Markets and Logistics II (1.5)**
- **BUS 651 - Strategy I (1.5)**
- **BUS 652 - Strategy II (1.5)**

Required Accounting Classes

Elective Classes in the MBA Concentration

Select three electives from the following:

- **ACC 503 - Advanced Corporate Tax (3)**
- **ACC 515 - Advanced Accounting (3)**
- **ACC 561 - Introduction to Forensic Accounting and Fraudulent Financial Reporting (3)**
- **MGT 617 - Corporate Ethics (3)**
- Any ACC class 600 level or higher (3)

Prerequisites for Admission to this Program

Before being admitted to this program, students must have completed all of the following:

1. At least 21 credit hours of accounting courses, which must include at least one three-hour course in each of the following areas:
 - Financial Accounting and Reporting
 - Taxation
 - Cost or Managerial Accounting
 - Auditing and Attestation Services.
2. A minimum of 21 credit hours of general business courses. Accounting courses are not considered general business courses and cannot be used to satisfy this requirement.

Regulatory and Compliance Assurance Advanced Certificate

The certificate in Regulatory and Compliance Assurance is designed for students interested in gaining a deeper understanding of this emerging and complex topic. Modern financial and technological organizations, global and domestic, are required to conform to numerous national and international policies, regulations and laws. Navigating through these requirements can be a very difficult undertaking. Today's agile business environments require managers and leaders who can navigate the complexities of this complex environment.

This graduate certificate provides students with the opportunity to gain knowledge of this topic and meet their career goals by concentrating on the increasing challenges risk managers face in working with colleagues to compete in the global marketplace. Combining specific courses that address these requirements allows the student to focus on core

academic material. In addition, today's agile business environments require managers and leaders who can navigate the complexities of this complex legal and regulatory environment.

Required Courses (18 Credit Hours)

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **FCM 535 - Legal and Regulatory Issues for Fraud Management (3)**
- **FCM 611 - Organizational Theory, Structure, and Design (3)**
- **FCM 612 - Manager in Global Environ (3)**
- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **CYB 665 - Legal Foundations of Information Security and Privacy (3)**

Securities Compliance Advanced Certificate (C.A.S.)

The advanced certificate in Securities Compliance provides students with the background, knowledge, and skills to understand, participate in, assess, and influence Securities and Exchange Commission (SEC) cases and issues. The SEC is involved in numerous fraudulent financial statement and other economic crimes, and the purpose of the proposed certificate is to serve as a focused platform for studying this institution and how it interacts with other governmental and nongovernmental agencies in the prevention, investigation, and sanctioning of financial crime in the United States. Key areas covered in the curriculum include information and communication security, forensic accounting, and regulatory policy development.

Required Courses (18 Credit Hours)

- **ACC 604 - Seminar in Assurance & Forensic Auditing (3)**
- **FCM 535 - Legal and Regulatory Issues for Fraud Management (3)**
- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **FCM 632 - Information and Communication Security (3)**
- **FCM 648 - Advanced Issues in Regulatory Surveillance and Policy Development (3)**
- **MGT 617 - Corporate Ethics (3)**

School of Health Professions & Education

Adolescence and Students with Disabilities Grades 7-12 Generalist (M.S.)

HEGIS Code - 0803

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

In addition to the requirements of the Adolescence Education and Students with Disabilities Grade 7-12 Generalist Program listed below, students must fulfill the following requirements:

- Major or the equivalent in one or more of the liberal arts and sciences
- 6 credit hours of study at the 200 level or above in each of the following is required: English, history, mathematics, sciences. Courses must have been completed within the last six years or may be taken in conjunction with the required courses shown below. Courses must show with a grade of B or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- 6 credit hours or the equivalent of study in a language other than English
- 3 credit hours in the fine arts

Academic Requirements (58 Credit Hours)

Required Courses (40 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Content Area Electives (6 credit hours required)

Choose two courses in your certification content area.

Student Teaching or Mentored Internship (9 credit hours)

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

NYSED Initial Certification

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

Adolescence Education Apprenticeship - Alternative Teacher Certification Program

This is a 38 credit hour graduate program of study designed for candidates who possess a baccalaureate degree with a college major or equivalent (30 credits) in a high-need area (English, French, social studies, Spanish, biology, chemistry, earth science, physics, mathematics, or technology) with a minimum cumulative undergraduate grade point average of 3.0. Candidates in the Adolescence Education Apprenticeship Alternative Teacher Certification Program must complete an intensive 200-hour course of study (9 cr) during the summer (including 40 clock hours of field experience) in a public school setting, pass two NYS teacher certification exams*, and secure employment as a classroom teacher to qualify for the Transitional B teaching certificate. Candidates then finish their degree program which includes completing an edTPA while engaged in mentored teaching as full-time employees of a local school district.

In addition to a college major and/or 30 semester hours of the content they are going to teach, candidates must have one year (6 credits) of college-level work in language other than English.

Upon successful completion of academic program and degree conferral, Utica College makes NYSED recommendation for Professional Certification in content area, grades 7-12.

Academic Requirements (38 Credit Hours)

Required Courses (29 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 506 - Foundations of Teaching (0 to 9) (9 credits required)**
- **EDU 507 - Mentoring I (1)**
- **EDU 508 - Mentoring II (1)**
- **EDU 524 - Methods of Teaching in the Content Areas (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (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 as approved by your advisor.

Professional Development in Education (3 credit hours)

Choose one course

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

Adolescence Education, Grades 7-12 (M.S.)

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

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

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

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

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

Academic Requirements (46 Credit Hours)

Required Courses (28 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 521 - Foundations of American Education (3)**

- **EDU 533 - Adolescent English/Language Arts Methods (3)**
or
- **EDU 534 - Adolescent Social Studies Methods (3)**
or
- **EDU 535 - Adolescent Mathematics Methods (3)**
or
- **EDU 537 - Adolescent Science Methods (3)**

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

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 5-6

Academic Requirements (12 credit hours)

- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (3)**

Adolescence Education, Grades 7-12, Dual Degree Program with BA in English (M.S.)

(Bachelor of Arts Degree English/Master of Science Degree Adolescence Education)

This is a program of study for candidates who are admitted at the undergraduate level into the 5-Year BA English-MS Adolescence Education dual-degree program. Candidates earn a bachelor's degree in English and their Master of Science degree in education, while also becoming eligible to obtain New York State initial/professional certification in

adolescence education. Candidates in this program will synthesize their experience in the dual-degree program in the Seminar in Graduate English Studies and may present on their experiences to fellow students or professionals. Students must maintain a minimum GPA 3.0 in years three, four, and five.

English majors study the great heritage of the English-speaking peoples in a comprehensive and varied program that includes literature, the history and structure of the English language, and various aspects of writing. Students develop an understanding of the relationship between English and the diverse cultural traditions around the world through the study of ancient and modern foreign literature in translation. They gain cultural understanding, communication skills, and experience in scholarship.

Students planning to be certified as an English teacher of students in grades 7-12 will take pedagogical and elective courses that will strengthen their expertise in their content area of specialization.

Please note, in order to transition into the masters part of this dual degree program students must: (1) meet with their education advisor, (2) apply for their bachelor's degree by completing the necessary application , and (3) complete a 4 + 1 form for entrance into the graduate part of their program

Learning Objectives

Students who complete the dual-degree program will:

- Understand literature in its time & culture
- Articulate ideas with the use of close reading
- Write about texts using MLA and APA conventions
- Demonstrate understanding of the phonological, morphological, and syntactic patterns of the English language
- Demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons
- Demonstrate teaching skills that promote student learning
- Present ideas about texts, in written or verbal form, appropriate to a professional audience
- Present ideas about texts, in written or verbal form, appropriate to a student audience.

Academic Requirements: 36 Credit Hours

Required Courses (in addition to BA English requirements)

Graduate Pedagogical Courses: 18 credit hours

- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 512 - Practical Teaching Methodologies (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)**

Graduate Content Area Elective Courses: 9 Credit Hours

Student Teaching or Mentored Internship: 9 Credit Hours

- **EDU 671 - Student Teaching Seminar (1)**

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

Adolescence Education, Grades 7-12, Dual Degree Program with BA in History (M.S.)

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

Academic Requirements (40 Credit Hours)

Required Courses (in addition to BA History requirements)

Major Core Requirements (28 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (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 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 (9 credit hours)

- **HIS 564 - Ancient Greece and Rome (3)**
- Social Science elective (3)
- **HIS 656 - Guided History Research (3)**

Student Teaching Internship (13 credit hours)

- **EDU 671 - Student Teaching Seminar (1)**
- **EDU 675 - Student Teaching I (4)** (6 credit hours required) **and**
- **EDU 676 - Student Teaching II (4)** (6 credit hours required)
or
- **EDU 677 - Mentored Internship I (4)** (6 credit hours required) **and**
- **EDU 678 - Mentored Internship II (4)** (6 credit hours required)

Childhood and Special Education, Grades 1-6 (M.S.)

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

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

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

Students in the Dual Degree Program, **BS Communication and Media / MS Childhood Education/Special Education 1-6**, (must be in Public Relations concentration), should consult with their Academic Advisor to review degree requirements.

Academic Requirements (61 Credit Hours)

Required Courses (43 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (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 for Students with Complex Support Needs (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (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)**
- **EDU 505 - Foundations of Special Education (3)**

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Childhood Education, Grades 1-6 (M.S.)

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

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

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

Students in the Dual Degree Program, **BA Communication and Media / MS Childhood Education**, should consult with their Academic Advisor to review degree requirements.

Students in the Dual Degree Program, **BS Communication and Media / MS Childhood Education**, (must be in Public Relations concentration), should consult with their Academic Advisor to review degree requirements.

Academic Requirements (49 Credit Hours)

Required Courses (31 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 511 - Introduction to Teaching (1)**

- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 7-9

Academic Requirements (9 credit hours)

- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (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)**

Educational Leadership and Administration (M.S.)

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

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

Academic Requirements (36 Credit Hours)

Required Courses (36 credit hours)

- **EDU 603 - The 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 Communications: 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

Educational Leadership and Administration - Non-certification (M.S.)

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

Academic Requirements (36 Credit Hours)

Required Courses (36 credit hours)

- **EDU 603 - The 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 Communications: 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

Health and Physical Education (M.S.)

This is a program of study for candidates seeking the New York State certification to teach health education and physical education, to coach, or to seek employment in adventure education, sports, as well as community health and wellness careers. Students will be taught a range of methods by which health promotion can be achieved. In particular, this program emphasizes adventure education which involves structured learning exercises characterized by perceived risk or challenge (including low and high ropes courses) and reflection. Please note that the Teacher Education track requires moderate physical activity including running, jumping, climbing, and tumbling. This program is offered at the undergraduate and graduate levels. Students will be admitted into the dual degree program as first-year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in years 4 and 5.

NOTE: All new applicants **must** review the admission prerequisite and requirements

Academic Requirements (33 credit hours)

Required Courses (24 Credit hours)

- **EDU 521 - Foundations of American Education (3)**
- **EDU 546 - Physical Education Methods (3)**
- **EDU 547 - Coaching Sports (3)**
- **EDU 548 - Health Education Methods (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **EDU 697 - Professional Development in Education: Graduate Dossier (3)**

Mandatory Non-credit Bearing Workshop

- First Aid & CPR certification provided by the Red Cross

Student Teaching (9 Credit Hours)

- **EDU 671 - Student Teaching Seminar (1)**
- **EDU 675 - Student Teaching I (4)**
- **EDU 676 - Student Teaching II (4)**

Health Care Administration (M.H.A.)

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

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

Health Care Administration graduates will be prepared to:

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

The eight-week online format allows students to pace their plan of study to their personal and professional lives. Typically by taking 3 credits per eight-week session, students can be position ready in two years.

Student Learning Goals

- Appraise leadership attributes in professional work and academic forums.
- Interpret systems thinking application in personal, team, and health care organization.
- Evaluate best practices in critical thinking application and creativity in guiding applied research in health care organizations.
- Explain project management design, development, and evaluation strategies in project.
- Assess stakeholder interests in competitive and collaborative health care initiatives.

Academic Requirements (36 Credit Hours)

Required Courses (21 credit hours)

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

Elective Courses (12 credit hours)

- **AGE 503 - Perspectives in Gerontology (3)**
- **ECN 535 - The Economics of Health and Health Care Policy (3)**
- **FCM 535 - Legal and Regulatory Issues for Fraud Management (3)**
- **HCA 516 - Community Health Management (3)**
- **HCA 525 - Organizational Leadership (3)**
- **HCA 526 - Cultural Competency for Health Care Leaders (3)**
- **HCA 536 - Leading Health Care Prevention and Wellness (3)**
- **HCA 546 - Population Health Care Delivery (3)**
- **HCA 613 - The Health Care Administrator Leader (3)**
- **HCA 616 - Organization Dev and Change (3)**
- **HCA 621 - Nursing Home Administration (3)**
- **HCA 627 - Health Informatics (3)**
- **HCA 631 - International Health Care Systems (3)**
- **HCA 645 - Clinical Research (3)**

Capstone (3 Credits)

- **HCA 675 - Capstone Project (3)**

Health Care Administration (M.S.)

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

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

Health Care Administration graduates will be prepared to:

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

The eight-week online format allows students to pace their plan of study to their personal and professional lives. Typically by taking 3 credits per eight-week session, students can be position ready in two years.

Student Learning Goals

- Appraise leadership attributes in professional work and academic forums.
- Interpret systems thinking application in personal, team, and health care organization.
- Evaluate best practices in critical thinking application and creativity in guiding applied research in health care organizations.

- Explain project management design, development, and evaluation strategies in project.
- Assess stakeholder interests in competitive and collaborative health care initiatives.

Academic Requirements (36 Credit Hours)

Required Courses (21 credit hours)

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

Elective Courses (12 credit hours)

- **HCA 516 - Community Health Management (3)**
- **HCA 526 - Cultural Competency for Health Care Leaders (3)**
- **HCA 536 - Leading Health Care Prevention and Wellness (3)**
- **HCA 546 - Population Health Care Delivery (3)**
- **HCA 525 - Organizational Leadership (3)**
- **HCA 613 - The Health Care Administrator Leader (3)**
- **HCA 616 - Organization Dev and Change (3)**
- **HCA 621 - Nursing Home Administration (3)**
- **HCA 627 - Health Informatics (3)**
- **HCA 631 - International Health Care Systems (3)**
- **HCA 645 - Clinical Research (3)**
- **AGE 503 - Perspectives in Gerontology (3)**
- **ECN 535 - The Economics of Health and Health Care Policy (3)**
- **FCM 535 - Legal and Regulatory Issues for Fraud Management (3)**

Capstone (3 Credits)

- **HCA 675 - Capstone Project (3)**

Health Education and Physical Education, Dual Degree with BS in Wellness and Adventure Education (M.S.)

This is a program of study for candidates seeking the New York State certification to teach health education and physical education, to coach, or to seek employment in adventure education, sports, as well as community health and wellness careers. Students will be taught a range of methods by which health promotion can be achieved. In particular, this program emphasizes adventure education which involves structured learning exercises characterized by perceived risk or challenge (including low and high ropes courses) and reflection. Please note that the Teacher Education track requires moderate physical activity including running, jumping, climbing, and tumbling. This program is offered at the undergraduate and graduate levels. Students will be admitted into the dual degree program as first year students and

must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in years 4 and 5.

NOTE: All new applicants **must** review the admission prerequisite and requirements

Academic Requirements (33 Credit Hours)

Required Courses (in addition to BS Wellness and Adventure Education requirements)

Major Course Requirements (24 Credit Hours)

- **EDU 521 - Foundations of American Education (3)**
- **EDU 546 - Physical Education Methods (3)**
- **EDU 547 - Coaching Sports (3)**
- **EDU 548 - Health Education Methods (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **EDU 697 - Professional Development in Education: Graduate Dossier (3)**

Mandatory Non-credit Bearing Workshop

- First Aid & CPR - Provided by the Red Cross

Student Teaching (9 credits)

- **EDU 671 - Student Teaching Seminar (1)**
- **EDU 675 - Student Teaching I (4)**
- **EDU 676 - Student Teaching II (4)**

Leadership and Instruction for Inclusive Classrooms (M.S.Ed.)

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

Academic Requirements (30 Credit Hours)

Required Courses (21 credit hours)

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

- **EDU 632 - Data-Based Decision Making (3)**

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Nursing - Family Nurse Practitioner (M.S.)

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

Family Nurse Practitioner Program Goals

1. Integrate the scientific findings in nursing with the related sciences needed to fully analyze, design, implement, and evaluate nursing care.
2. Execute leadership by initiating, maintaining, and demonstrating skills in care coordination, delegation, and initiating conflict resolution strategies.
3. Promote safe, high quality care through the ability to monitor, analyze, and prioritize outcomes that need to be improved for individuals, families, communities and clinical populations.
4. Use critical reflection to translate evidence and integrate scholarship into advanced nursing practice.
5. Incorporate current technologies to deliver and coordinate care across multiple settings.
6. Apply requisite knowledge and skills to promote health, help shape the health delivery system, and advance values like social justice through policy processes and advocacy.
7. Actively communicate, collaborate, and consult with other health professionals to manage and coordinate care across systems.
8. Design and ensure the delivery of clinical prevention interventions and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease.
9. Facilitate commitment to a culture of nursing excellence through lifelong personal and professional development.
10. Provide safe, effective primary care to individuals across the lifespan, in a range of healthcare environments.

Major Course Requirements

- **NUR 588 - Org Lead & Role Devel APN (3)**
- **NUR 603 - Quality Improvement and Safety in Health Care (3)**
- **NUR 604 - Advanced Pathophysiology (3)**
- **NUR 608 - Epidemiology and Population Health (3)**
- **NUR 609 - Nursing Research and Evidence Based Practice (3)**
- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)**
- **NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)**
- **NUR 613 - Health Policy and Advocacy (2)**
- **NUR 614 - Stat Analysis and Scholarly Inquiry (3)**
- **NUR 615 - Advanced Pharmacology (3)**

- **NUR 616 - Advanced Pharmacology II (2)**
- **NUR 621 - Health Promotion and Primary Care I (5)**
- **NUR 622 - Health Promotion and Primary Care II (5)**
- **NUR 625 - Health Promotion and Primary Care III (6)**
- **NUR 634 - Nurse Practitioner Culminating Seminar (2)**
- **NUR 995 - Nurse Practitioner Skills Residency (0)**

48 Credit Hours

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

Nursing Education (M.S.)

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

Nursing Education Program Goals

1. Integrate the scientific findings in nursing with the related sciences needed to fully analyze, design, implement, and evaluate nursing care.
2. Execute leadership by initiating, maintaining, and demonstrating skills in care coordination, delegation, and initiating conflict resolution strategies.
3. Promote safe, high quality care through the ability to monitor, analyze, and prioritize outcomes that need to be improved for individuals, families, communities and clinical populations.
4. Use critical reflection to translate evidence and integrate scholarship into advanced nursing practice.
5. Incorporate current technologies to deliver and coordinate care across multiple settings.
6. Apply requisite knowledge and skills to promote health, help shape the health delivery system, and advance values like social justice through policy processes and advocacy.
7. Actively communicate, collaborate, and consult with other health professionals to manage and coordinate care across systems.
8. Design and ensure the delivery of clinical prevention interventions and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease.
9. Facilitate commitment to a culture of nursing excellence through lifelong personal and professional development.
10. Create environments that facilitate student learning and achievement of identified outcomes.
11. Function as a change agent and leader in the evolution of nursing education and practice.

Major Course Requirements

- **NUR 588 - Org Lead & Role Devel APN (3)**
- **NUR 603 - Quality Improvement and Safety in Health Care (3)**
- **NUR 604 - Advanced Pathophysiology (3)**
- **NUR 607 - Curriculum Development and Implementation (3)**
- **NUR 608 - Epidemiology and Population Health (3)**
- **NUR 609 - Nursing Research and Evidence Based Practice (3)**
- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)**
- **NUR 613 - Health Policy and Advocacy (2)**
- **NUR 614 - Stat Analysis and Scholarly Inquiry (3)**
- **NUR 615 - Advanced Pharmacology (3)**
- **NUR 617 - Instructional Design and Teaching with Technology (1,3)**
- **NUR 618 - Test Construction and Analysis (3)**

- **NUR 623 - Assessment and Evaluation in Nursing Education (3)**
- **NUR 624 - Teaching Learning Practicum (1, 2)**

42 Credit Hours

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

Nursing Leadership (M.S.)

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

Nursing Leadership Program Goals

1. Integrate the scientific findings in nursing with the related sciences needed to fully analyze, design, implement, and evaluate nursing care.
2. Execute leadership by initiating, maintaining, and demonstrating skills in care coordination, delegation, and initiating conflict resolution strategies.
3. Promote safe, high quality care through the ability to monitor, analyze, and prioritize outcomes that need to be improved for individuals, families, communities and clinical populations.
4. Use critical reflection to translate evidence and integrate scholarship into advanced nursing practice.
5. Incorporate current technologies to deliver and coordinate care across multiple settings.
6. Apply requisite knowledge and skills to promote health, help shape the health delivery system, and advance values like social justice through policy processes and advocacy.
7. Actively communicate, collaborate, and consult with other health professionals to manage and coordinate care across systems.
8. Design and ensure the delivery of clinical prevention interventions and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease.
9. Facilitate commitment to a culture of nursing excellence through lifelong personal and professional development.
10. Function within a collaborative and interprofessional environment to improve the quality and safety of patient care.
11. Demonstrate the knowledge to effectively manage the fiscal, human, and physical resources in a healthcare setting.

Major Course Requirements

- **NUR 588 - Org Lead & Role Devel APN (3)**
- **NUR 603 - Quality Improvement and Safety in Health Care (3)**
- **NUR 608 - Epidemiology and Population Health (3)**
- **NUR 609 - Nursing Research and Evidence Based Practice (3)**
- **NUR 613 - Health Policy and Advocacy (2)**
- **NUR 614 - Stat Analysis and Scholarly Inquiry (3)**
- **NUR 627 - Organizations Theory and Management (3)**
- **NUR 628 - Innov Lead in Health Care (3)**
- **NUR 631 - Nursing Leadership Theory and Practice I (1, 2)**
- **NUR 632 - Nursing Leadership Theory and Practice II (1, 2)**
- **NUR 633 - Health Care Finance and Budgeting (3)**
- **NUR 637 - Mediation, Conflict Resolution, and Negotiation (3)**

35 Credit Hours

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

Occupational Therapy (M.S.)

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449; phone, (800) 729-2682; and its web address is www.acoteonline.org. 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 12 South Summit Avenue, Suite 100, Gaithersburg, MD, 20877-4150. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards typically accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist. Potential students, with a prior felony conviction, should contact NBCOT for a pre determination of eligibility.

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

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

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

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

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

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

Student Learning Goals

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

- Demonstrate an understanding of how engagement in occupation supports participation in context;
The occupational therapy faculty members value occupation as the integral thread in the fabric of the curriculum for occupational therapy.
- Demonstrate critical analysis and thinking;
Strong autonomous, critical thinking is the second curricular thread, serving as an essential foundation for the development of the clinical reasoning, reflective thinking, and synthesis of research needed for evidence--based practice.
- Demonstrate ethical and professional behaviors;
Professional development, the third curricular thread, is critical to the continuing competency of an occupational therapist who responds in a professional, effective, and ethical manner.
- Demonstrate skills in assessing occupational needs of diverse individuals and populations to include a consideration of social and environmental factors.
The fourth curricular thread requires the development of cultural competency and an appreciation of diversity in order to engage in respectful interactions within local and global communities. This includes an understanding of concepts of social and occupational justice and the development of skills in advocacy.
- Demonstrate competency in the roles and activities required of a highly effective entry-level occupational therapist practicing inter-professionally in a variety of contexts;
The fifth curricular thread addresses practice competencies throughout the occupational therapy process with a variety of populations and within a variety of practice settings.
- Demonstrate the ability to advocate for and with the profession, our clients, and populations within local and global communities;
The sixth curricular thread addresses the need for therapists to frequently assume the role of advocate within current practice environments.
- Demonstrate the skills necessary to be an informed consumer of research, synthesizing existing evidence for decision making.
This last curricular thread speaks to the need for practice decisions to be informed by the most current evidence with an understanding of the quality of that evidence.

Academic Requirements (69 Credit Hours)

First Year

First Semester (18 credit hours)

- **OCT 505 - Theoretical Basis of Occupational Therapy (3)**
- **OCT 506 - Human Occupations (3)**
- **OCT 525 - Fundamentals of Transformative Learning (2)**
- **OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)**
- **OCT 543 - Fieldwork Level IA Prep (0)**
- **OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)**

- **OCT 553 - Fieldwork Level IA (1)**
- **OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)**
- **OCT 573 - Fundamentals of Occupational Therapy Practice I (2)**

Second Semester (17 credit hours)

- **OCT 527 - Case-Informed Discussion: Adults (2)**
- **OCT 549 - Research Seminar I (1)**
- **OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)**
- **OCT 561 - Professional Roles: Development (3)**
- **OCT 567 - Fieldwork Level IIA Preparation (0)**
- **OCT 568 - Occupational Therapy Research Analysis and Integration (2)** *(This course is required for students entering the program summer 2018 and forward.)*
- **OCT 572 - Occupational Performance: Adults (0,4)**
- **OCT 574 - Fundamentals of Occupational Therapy II (2)**
- **OCT 521 - Documentation in Practice (1)**
- **OCT 648 - Occupational Therapy Research Analysis and Integration (1)** *(This course is required for students who started before the summer 2018 term.)*

Third Semester - Summer (6 credit hours)

- **OCT 654 - Fieldwork Level IIA (6)** (May/June through July/August, 12 weeks @ 40 hrs/wk)

Second Year

First Semester (18 credit hours)

- **OCT 601 - Occupational Performance: Children (0,4)**
- **OCT 604 - Case-Informed Discussion: Children (2)**
- **OCT 605 - Fundamentals of Occupational Therapy III (2)**
- **OCT 622 - Writing for the Profession (2)**
- **OCT 623 - Fieldwork Level IB Preparation (0)**
- **OCT 633 - Fieldwork Level 1B (1)**
- **OCT 637 - Occupational Therapy Manager (3)**
- **OCT 649 - Research Seminar II (1)**
- **OCT 668 - OT Research Dissemination (2)**
- **OCT 673 - Interprofessional Practice (1)**

Second Semester (10 credit hours)

- **OCT 602 - Synthesis: Occupation-Based Practice with Children (2)**
- **OCT 615 - Synthesis: Theory to Practice (2)**
- **OCT 651 - Fieldwork Level IIB Preparation (0)**
- **OCT 656 - Fieldwork Level IIB (6)** (February through April, 12 weeks @ 40 hrs/wk)

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

Physical Therapy (DPT)

Health care professionals promote optimal health and well-being. Physical therapists foster concepts of health, wellness and fitness, injury prevention and optimizing functional outcomes for patients/clients and their families. Physical therapists function in a variety of settings within the community: hospitals, rehabilitation centers, pediatric facilities, geriatric treatment centers, extended care facilities, industry, sports medicine, private offices, and school systems. Physical therapists serve 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 lifelong learning and the application of new knowledge.

The Department of Physical Therapy offers two doctoral programs, each leading to the clinical doctor of physical therapy degree; each program is distinct, offering education to meet the needs of the learners. The Entry Level Program (DPT) consists of three years, on-campus full-time study to prepare students to enter the profession. The Post Professional transitional DPT (PPTDPT) enhances the preparation of licensed physical therapists who aspire to have the doctor degree commensurate with the American Physical Therapy Association's vision for the future of the profession.

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

The Department of Physical Therapy offers two doctoral programs, each leading to the clinical doctorate in PT, each program is distinct, offering education to meet the needs of the learners. The Entry Level Program (DPT) consist of three years, on-campus full-time study to prepare students to enter into the profession. The Post Professional (PPTDPT) enhances the preparation of Licensed Physical Therapists who aspires to have the doctoral degree commensurate with the vision for the future of the profession through a combined residency and online model.

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 (CAPTE). CAPTE can be contacted at 1111 North Fairfax Street, Alexandria, Virginia 22314; Telephone: (703) 706-3245; Email: accreditation@apta.org; website: <http://www.capte.online.org>. Graduates are eligible for the National Physical Therapy Examination (NPTE) and licensure in all states.

The entry-level DPT curriculum integrates traditional instruction with case analysis to guide, stimulate, and challenge student learning while fostering development as professionals with sound reasoning skills. To provide context for learning, small group discussions of clinically relevant case studies, hands-on laboratory practice, and clinical education experiences are integrated throughout the curriculum.

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

Student Learning Goals

Graduates from this program will:

Consistently demonstrate current standards of physical therapist practice as skilled professionals with sound reasoning skills and capability for incorporating evidence into practice.

The physical therapy program students will:

- Demonstrate the knowledge to provide comprehensive patient/client management across the lifespan and in a variety of practice settings.
- Demonstrate the skills to provide comprehensive patient/client management across the lifespan and in a variety of practice settings.
- Demonstrate the knowledge and skills necessary for professional practice administration.
- Demonstrate sound clinical reasoning skills that are based on the best available evidence

Demonstrate entry-level professional behaviors.

Physical therapy program student will:

- Demonstrate professional behaviors consistent with entry-level practice.
- Demonstrate responsible behaviors toward society consistent with Utica College's Mission and APTA Core Values.

Academic Requirements (112 Credit Hours)

Doctoral Program in Physical Therapy: Course Sequence

Summer 1: (7 credits)

- **DPT 561 - Professional Development I: Introduction to Physical Therapy (1)**
- **DPT 564 - Human Gross Anatomy (0,6)**

Fall 1: Foundations of Physical Therapy (16 credits)

- **DPT 582 - Clinical Sciences Foundation (3)**
- **DPT 584 - Movement Science (3)**
- **DPT 586 - Examination/Evaluation (0,4)**
- **DPT 587 - Interventions (0,4)**
- **DPT 588 - Prevention, Health Promotion and Wellness (1)**
- **DPT 589 - Caring for the Community I (1)**

Spring 1: Patient Management: Musculoskeletal System (16 credits)

- **DPT 591 - Professional Development II (2)**
- **DPT 592 - Clinical Sciences: Musculoskeletal System (3)**
- **DPT 593 - Case Analysis Musculoskeletal (2)**
- **DPT 595 - Evidence in Clinical Practice I (2)**
- **DPT 596 - Examination/Evaluation of the Musculoskeletal System (0,3)**

- **DPT 597 - Interventions for the Musculoskeletal System (0 to 3)**
- **DPT 599 - Caring for the Community II (1)**

Summer 2: Neuroanatomy and Clinical Education I (10 credits)

- **DPT 654 - Neuroscience (0,4)**
- **DPT 659 - Clinical Education I (6)**

Fall 2: Patient Management: Neuromuscular System (16 credits)

- **DPT 682 - Clinical Sciences: Neuromuscular (3)**
- **DPT 683 - Case Analysis: Neuromuscular (2)**
- **DPT 684 - Motor Development, Learning and Control (2)**
- **DPT 685 - Evidence in Clinical Practice II (2)**
- **DPT 686 - Neuromuscular Systems I (0,3)**
- **DPT 687 - Neuromuscular Systems II (0,3)**
- **DPT 689 - Caring for the Community III (1)**

Spring 2: Patient Management: Additional Systems (16 credits)

- **DPT 692 - Clinical Sciences: Additional Systems (3)**
- **DPT 693 - Case Analysis: Additional Systems (2)**
- **DPT 695 - Evidence in Clinical Practice III- Capstone Experience (2)**
- **DPT 696 - Examination/Interventions: Cardiovascular, Pulmonary and Other Systems (0,4)**
- **DPT 697 - Examination/Interventions: Integumentary and Other Systems (0,4)**
- **DPT 699 - Caring for the Community IV (1)**

Summer 3: Patient Management: Multi-Systems (6 credits)

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

Fall 3: Clinical Education (12 credits)

- **DPT 779 - Clinical Education II (12)**

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

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

Post-Professional Transitional Program for Licensed Physical Therapists (PPtDPT)

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

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

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

Student Learning Goals

- Demonstrate the ability to locate and critically analyze the literature to develop hypotheses to guide clinical decisions for patients/clients.
- Use computer and/or telecommunication technology to gather information to address clinical questions and about efficacy of practice
- Integrate cultural competence into professional behavior and clinical encounters with all clients.
- Appraise levels of sensitivity and specificity of evidence to make clinical judgments.
- Integrate research evidence, patient values & preferences, ethics and clinical experience to examine patient/clients across the lifespan.
- Display adherence to physical therapy core values and professional standards.

Academic Requirements (18 Credit Hours)

Required Courses

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

Capstone Threads
Community Health Program
Teaching and Learning
Professional Inservice

Case Report Writing
Advanced Clinical Practice

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

School Building Leader Certificate of Advanced Study

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

Academic Requirements (30 Credit Hours)

Required Courses (30 credit hours)

- **EDU 603 - The 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 Communications: 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)**

School District Leader Certificate of Advanced Study

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

Academic Requirements (36 Credit Hours)

Required Courses (36 credit hours)

- **EDU 603 - The 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 Communications: 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 and Sustaining 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 632 - Data-Based Decision Making (3)**
- **EDU 698 - Professional Development in Education: Current Issues (3)**

Special Education Teacher Certification Program (M.S.)

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

Academic Requirements (41 Credit Hours)

Required Courses (27 credit hours)

- **EDU 505 - Foundations of Special 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 for Students with Complex Support Needs (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 616 - Environmental Design for Effective Inclusion (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 622 - Inclusive Classroom Strategies II (3)**
- **EDU 632 - Data-Based Decision Making (3)**

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (5 credit hours)

- **EDU 671 - Student Teaching Seminar (1)**
- **EDU 675 - Student Teaching I (4)**
or
- **EDU 677 - Mentored Internship I (4)**

Professional Development in Education (3 credit hours)

Choose one course

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

Students with Disabilities Grades 7-12 Generalist (M.S.)

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

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

- Major or the equivalent in one or more of the liberal arts and sciences.
- 6 credit hours of study at the undergraduate level or above in each of the following is required: English, History, Mathematics, Sciences. Courses must have been completed with the last six years or may be taken in conjunction with the required courses shown below. Courses must show a grade of C or above, at the undergraduate level, or must be B- or above at the graduate level.
- 6 credit hours or the equivalent of study in a language other than English. 3 credit hours in the fine arts.

Academic Requirements (45-49 Credit Hours)

Required Courses (credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 521 - Foundations of 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 for Students with Complex Support Needs (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Professional Development in Education (3 credit hours required)

Choose one course

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

Student Teaching or Mentored Internship (6 credit hours)

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

Grades 7-12 Subject Extensions

Candidates with a base certificate in SWD 7-12 generalist are eligible to be recommended for the extension title(s) at grade level 7-12 once they have successfully completed 18 semester hours of study or its equivalent in one or more of the following: earth science, biology, chemistry, physics, social studies, mathematics, English, Spanish, or French. For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

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

NYSED Initial Certification

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

School of Arts & Sciences

Data Science (M.S.)

The amount of digital data created globally doubles every two years and many organizations lack the ability to properly understand and analyze data or apply findings for meaningful change. Data Scientists are critical in every field and every organization to enable thoughtful, multifaceted data analysis and then convey meaning and value to stakeholders.

The Utica College MS in Data Science (MSDS) is designed for professionals who are looking to further their education and advance their career in this fast-growing field. Offered 100% online, this asynchronous program allows students to build knowledge and skills with a contemporary and integrated core education and the opportunity to pursue a unique, applied concentration tied to specific career outcomes. In Utica College's MSDS program, students learn more than how to analyze data; they learn how to think about data and analytical findings in the larger context.

The MSDS provides students who have a bachelor's degree the ability to choose 12 credits of electives designed to fit their professional and educational interests. This 30 credit-hour program requires the student to complete 12 credit hours in the data science core [four (4) courses of three (3) credit hours each [Introduction to Data Science, Statistical Methods, Data Mining, and Machine Learning] before finishing their program with elective courses totaling 12 credit hours [four (4) courses of three (3) credit hours each*] in an area(s) of their choosing, and conclude with one more data science core course (Data Visualization) followed by a three (3) credit masters capstone project or thesis. The program is designed so it can be completed in as few as five continuous terms of study or about 2 years.

Graduates from this program will be able to:

1. Identify appropriate methods for data analysis.
2. Apply relevant quantitative and qualitative analysis techniques.
3. Access and process secondary data sources.
4. Interpret, communicate, and apply findings.
5. Evaluate data science regarding ethics, social responsibility, and bias.

The faculty have identified several advising specializations, groups of courses within the elective offerings that provide students with a focused path of study. Elective specializations are not formal parts of the curriculum but options within the elective section of the program. Students do not have to focus on a specialization but can with the consent of their advisor, simply elect to take courses that meet their needs or interests. The specializations identified by the faculty are:

- Business Analytics
- Cyber
- Financial Crime
- Social Science Analytics
- General

*Some specializations have courses that equal 1.5 credit hours; students will take two 1.5 credit hour courses to equal a three (3) credit hour course.

Academic Requirements (30 Credit Hours)

Major Core Requirements (15 credit hours)

Data Science Core Curriculum (must take all 5, courses build upon each other):

- **DSC 501 - Introduction to Data Science (3)**
- **DSC 503 - Statistical Methods (3)**
- **DSC 607 - Data Mining (3)**
- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**

Specializations

Students who wish to specialize in one or more of the following areas must complete the courses as indicated below.

Business Analytics (12 credit hours)

Designed for students interested in applying data skills in the business arena. The Business Analytics specialization allows students to develop integrated skills in general business management courses with graduate students from the MBA program.

- **ECN 610 - Managerial Economics (3)**
- **FIN 601 - Advanced Financial Management (3)**
- **MGT 610 - Core Topics in Management (3)**
- **BUS 621 - Financial Fluency I (1.5)**
- **BUS 622 - Financial Fluency II (1.5)**

Cyber Specialization (12 credit hours)

Designed for students who want to apply their data science knowledge and skills in state-of-the-art cybersecurity and computer forensic practices with coursework on leadership and planning adapted specifically to the cyberspace realm. This specialization enables students to take classes with students enrolled in Utica College's nationally recognized Cybersecurity program.

Pick any 4 of the following courses

- **CYB 605 - Principles of Cybersecurity (3)**
- or
- **CYB 606 - Cyberspace & Cybersecurity (3)**

- **CYB 610 - Cyber Intelligence (3)**
- **CYB 615 - Cyber Counterintelligence (3)**
- **CYB 671 - Open Source Cyber Surveillance (3)**
- **CYB 674 - Cyber Data Fusion (3)**

Financial Crime (12 credit hours)

Designed for students who want to apply their data science knowledge and skills to advance their competencies in managing corporate and advanced technological resources devoted to combating economic crime. This specialization enables students to take classes with students from the Financial Crime and Compliance Management MS program.

- **BUS 631 - Data-Driven Decision-Making I (1.5)**
- **BUS 632 - Data-Driven Decision-Making II (1.5)**
- **FCM 601 - Financial Crime, Compliance Management (3)**
- **FCM 626 - Financial Investigations (3)**
- **FCM 642 - Advanced Fraud Analysis (3)**

Social Science Analytics (12 credit hours)

Designed for students who want to better understand how data affects people and society, both positive and negative, and find solutions for some of the most pressing problems facing our world.

- **ECN 575 - Behavioral Economics (3)**
- **SOC 555 - Community and Social Change (3)**
- **SOC 563 - Complex Organizations (3)**
- **SOC 565 - Demography (3)**

General specialization

Students without a specialization can select any graduate course in the catalog in consultation with the Program Director.

Multiple Specializations

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

1. They must have the approval of their academic adviser and the Program Director.
2. Courses should be taken in sequential order. Each specialization should be completed before starting the other.
3. Courses may not be taken in tandem nor can eight week courses be doubled up.
4. The Capstone project 680 and 690 can only be taken upon the completion of the specializations.
5. Students must understand that only one specialization will be on their diploma but both will be on their transcript.

Data Science Capstone/Thesis

Pick one of the following

- **DSC 680 - Capstone (3)**
- or
- **DSC 690 - Thesis (3)**

Liberal Studies (M.S.)

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

Student Learning Goals

Students will be able to:

- Complete a research topic incorporating more than one academic discipline.
- Think critically about a social issue using perspectives derived from more than one academic discipline.
- Analyze a topic using an interdisciplinary approach.
- Communicate effectively in writing and orally by completing a master's thesis and defending it effectively.

Academic Requirements (31-37 Credit Hours)

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

All students must:

- Take LST 604 - Graduate Liberal Studies Seminar (3) during the first 15 credit hours.
- Take LST 603 - Introduction to Interdisciplinary Research (3) 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 - Research I (3,6) and LST 692 - Research II (3,6) 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 (3,6) and one additional course.

Foundational Methods Courses (6 credit hours)

- **LST 604 - Graduate Liberal Studies Seminar (3)**
- **LST 603 - Introduction to Interdisciplinary Research (3)**

Area of Study Courses (12 Credit Hours)

Select 12 credit hours at the graduate level (500 and above) from a single Area of Study.

Humanities:

500 or higher level courses with the following subject prefixes:

ENG - English
 HIS - History
 HUM - Humanities
 PHI - Philosophy
 LIT - Literature

FIA - Fine Arts

THE - Theatre

Natural Sciences and Mathematics:

500 or higher level courses with the following subject prefixes:

BIO - Biology

CHE - Chemistry

GOL - Geology

MAT - Mathematics

PHY - Physics

SCI - Science

Social Sciences:

500 or higher level courses with the following subject prefixes:

ANT - Anthropology

COM - Communications

ECN - Economics

PSY - Psychology

SOC - Sociology

GOV - Government

IST - International Studies

Elective Courses (9 credit hours)

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

Thesis Research (6 credit hours)

- **LST 691 - Research I (3,6)**
- **LST 692 - Research II (3,6)**

Financial Policies and Procedures

Financial Aid

1. Forms of Aid:

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

2. Sources of Aid:

- **Federal Direct Unsubsidized Stafford/Ford Loans:** Students make application by filing the FAFSA and completing a promissory note and entrance counseling at <https://studentloans.gov>
 - **Selection of Recipients and Allocation of Awards:** To be eligible for a Federal Direct Stafford/Ford Loan, a student must be: (1) a U.S. citizen or permanent resident alien; and (2) enrolled in or admitted as a matriculated student, at least half-time, at Utica College.
 - **Loan Schedule:** Graduate students may borrow up to \$20,500 per academic year. Borrowers are responsible for payment of the interest that accrues on unsubsidized loans while they are in school. The rate is subject to change annually. Interest may be capitalized. Loan fees are deducted from the loan prior to disbursement of funds. The interest rate is fixed and changes annually on July 1.
 - **Rights and Responsibilities of Recipients:** Students may borrow at a relatively low-interest rate, with no repayments as long as they remain enrolled at least half-time. Refer to the statement of borrower's rights and responsibilities on the promissory note for further details.
- **Application Procedures for Financial Aid:**
 - Students must file FAFSA at <https://fafsa.gov>.
 - Students must provide documentation of all income by the deadline, if requested, to the Center for Student Success. Documentation includes, but is not limited to, IRS tax transcripts, 1099 forms, and letters from sources such as social security, welfare, pension, etc.
 - Students have to actively accept or decline offered awards through Bannerweb.

Graduate Students

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

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

- **Direct Unsubsidized Loan**
Eligibility for Direct Unsubsidized loans is determined using the FAFSA.

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

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

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

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

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

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

Interest rates

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

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

- Federal Direct Graduate PLUS Loans

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

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

Federal Satisfactory Academic Progress

Policy for Graduate Financial Aid Applicants

Federal regulations (General Provision CRF 668.1) require that Utica College review the academic progress of students who apply for and/or receive financial assistance. Satisfactory academic progress is comprised of three areas as required by federal regulations. Students must complete their degree within a specified period, demonstrate they are making progress towards the completion of their degree by earning a minimum number of credits hours each semester and achieve a GPA that is consistent with meeting graduation requirements. This regulation applies to each financial aid applicant, whether a previous recipient or not.

This policy on satisfactory academic progress relates specifically to graduate students who apply for and/or receive federal financial aid and/or Utica College scholarships and grants. In addition to meeting the standard for receiving financial aid, students must also meet the academic standards of Utica College.

Financial Assistance Programs Affected

Federal Programs

- Direct Loan
- Graduate PLUS Loan

Institutional Programs

- Utica College Endowed Scholarships

Annual Evaluation

Annual financial aid Satisfactory Academic Progress (SAP) evaluations will be completed at the end of each academic year and cannot take place until final grades have been posted. This review will determine academic eligibility for the upcoming summer, fall, and/or spring terms. Every student who applies for financial aid must be making Satisfactory Academic Progress, regardless of whether they are a first-time applicant or have received financial aid in the past. Any financial assistance offered for the year ahead is subject to cancellation if the minimum standards of satisfactory academic progress were not met in the year prior.

Incoming graduate students will be considered for financial aid for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at Utica College, all students will be evaluated based on the standards of their designated academic level. They will then be reviewed annually until graduation.

Each student's record will be reviewed under the direction of the Director of Financial Aid. Students will be notified of their failure to meet the SAP guidelines via a letter from the Center for Student Success.

Federal/Institutional Standards

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

Standards for Receiving Aid:

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

Earned credit hours include:

Grades of A through C or S (with credit)

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

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

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U)

Incompletes (It is the responsibility of the student to notify the Center for Student Success when the incomplete grade is changed to a letter grade.)

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

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

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

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

Maximum Time Frame for Degree Completion

Federal law limits the maximum timeframe for which a student can receive federal financial aid, including student loans. All graduate and professional students are expected to complete their degree program within the maximum time frame of 3 academic years.

Failure to Meet Satisfactory Academic Progress

Students failing to meet Satisfactory Academic Progress standards will lose their financial aid eligibility. They will be notified in writing of their status by the Center for Student Success.

Students terminated from receiving financial aid can re-establish eligibility by successfully completing the required number of credit hours and by attaining the overall required grade point average by the end of the next semester. Neither paying for one's classes nor sitting out a semester is sufficient to re-establish the financial aid eligibility of a student who has failed to meet SAP. If an unusual or extraordinary circumstance contributed to a student's lack of satisfactory academic progress, the student may appeal the denial of financial aid.

Appeal Process

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

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

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

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

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

Glossary of Satisfactory Academic Progress (SAP) Terms

- Attempted credits - any hours attempted by the student (includes completed credits, billed course hours, repeated courses, withdrawals, failures, incompletes, and all accepted transfer credits)
- Billed course hours - most billable course hours can be considered attempted of hours if not retaking a course with a passing grade.
- Credits completed - hours completed with a grade of A, B, C, F, or Pass.
- Credits accrued - hours completed with a passing grade of A, B, C, or Pass over the student's college career.
- Cumulative Grade Point Average - grade point average over the student's career at Utica College.
- Withdrawals - are considered in the charts as attempted, completed, or accrued credits.
- Repeated courses - are considered as the credits enrolled and completed for a course previously failed. A withdrawal from the repeated course will increase the accrued credit hours.
- Retaken courses - are considered as the credits enrolled and completed for a course previously passed. The retaken course will not increase the accrued credit hours.
- Non-credit courses - are not evaluated on the academic progress charts.

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

For graduate students, your Federal Direct Loan will be placed into deferment while you are enrolled at least half-time and for an additional six months after you cease to be enrolled at least half-time.

Alternative Educational Loans

Students need to contact their private lenders for each lender's policy on loan repayment.

Return to Title IV Federal Refund Policy

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

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

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

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

A simple equation to explain the process is:

$(\% \text{ of term completed}) \times (\text{total aid awarded}) = \text{earned aid}$

$(\text{Total aid awarded}) - (\text{earned aid}) = \text{unearned aid to be returned to federal government}$

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

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

If you are considering dropping or withdrawing from your courses, please contact the Center for Student Success immediately regarding the financial implications of this decision.

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

Financial Aid funds are returned to the Federal Department of Education in the following order:

Unsubsidized Direct Loans (other than Direct PLUS Loans)

Subsidized Direct Loans

Direct PLUS Loans

Federal Pell Grants for which a return of Title IV funds is required

FSEOG for which a return of Title IV funds is required

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

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

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

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

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

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

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

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

If the answer is NO, this is not a withdrawal.

If the answer is YES, go to question 2.

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

If the answer is YES, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply.

If the answer is NO, go to question 3.

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

If the answer is YES, this is not a withdrawal, unless the student does not return.

If the answer is NO, this is a withdrawal and the Return to Title IV Funds requirements apply.

Please note: Dropping and withdrawing from all courses on the same day results in a negative impact on Return to Title IV calculations.

Payment Options

Loan Options

Grad (PLUS) Loan

A Grad (PLUS) Loan is a federal loan that is available to graduate students. The Grad (PLUS) Loan is taken out for the entire academic year (Summer/Fall/Spring, if applicable).

If you would like to apply for a Grad (PLUS) Loan, please visit <https://studentloans.gov> to complete an application. Please be advised, only one application may be submitted and changes cannot be made to an application after its submission. If you would like to make changes to the Grad (PLUS) Loan, please contact your Financial Aid Counselor.

A credit check is required for a Grad (PLUS) loan. You will receive notification of approval shortly after you submit the application. If the Grad (PLUS) Loan is not approved, you have the option to appeal this decision to the Direct Loan Program Center or obtain a credit-worthy endorser. If you chose the endorser option, they will need to complete an addendum online at <https://studentloans.gov>.

Private/Alternative Education Loan

An Alternative Education Loan is an education loan in the student's name. It is not a guaranteed federal loan and must go through an approval process that usually requires a credit-worthy co-signer. We encourage you to research various private loans. New York State provides a useful private loan comparison tool at www.utica.edu/loan-compare.

Once you have decided on a loan product you should apply directly through the lender. Borrowers will be required to submit several time-sensitive disclosures back to lenders as part of the loan process. It is important to carefully read all of the communication sent to you electronically or by mail from Utica College and your alternative loan lender. Like the (PLUS) Loan, the Private/Alternative Education Loan is taken out for the entire academic year (Summer/Fall/Spring, if applicable).

Direct Payments

If, after viewing your billing statement, you would prefer to make a payment directly to Utica College, we offer two payment options. To view your billing statement and access our payment site, please

- visit the website bannerweb.utica.edu and Enter Secure Area to log in. Then ...
- navigate to your account settings through Student Services > Student Account > Access My Account.

Payment in Full

If you choose to pay your balance in full, please click on Make Payment located the first box on the left side of your payment screen.

Enroll in the Payment Plan

Main Campus Students

Enrolling in our payment plan allows you to pay the semester balance in 5 installments. When you enroll in the payment plan, you will be required to make an initial down payment of 1/5 of the total amount due plus a \$75 enrollment fee.

Online Students

Enrolling in the payment plan allows you to pay in 4 installments. When you enroll in the payment plan, you will be required to make an initial down payment of 1/4 of the total amount by the due date.

If the balance is not completely paid on or before the last installment, a \$50 late fee will be charged to the student's account.

Institutional Refund Policy

Refund Policy for Main Campus Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees. (See also "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.

Please be aware Programs with earlier start dates will not follow this refund schedule. Please refer to your department for exact dates. This may affect any financial aid and the billing statements. Any concerns, please contact a Financial Aid Counselor in the Center for Student Success at 315.792.3179 or sfs@utica.edu.

Refund Schedule:

Tuition

On or before the scheduled drop/add deadline for the term: **100%**
 through the 7 days following drop/add deadline for the term: **90%**
 through the 14 days following drop/add deadline for the term: **50%**
 through the 24 days following drop/add deadline for the term: **25%**

Thereafter, no refund will be given.

Room

100% Refund through the end of week 2

Board

100% prior to 1st meal offered.

Pro-rated through end of week 9

Students who partially drop but are still in attendance for one or more classes at the College will receive a 100% refund for the first week only (fall and spring terms). Thereafter, no refund will be given.

During any term, there are no refunds for partial withdrawals after the drop/add period.

Refund Policy for Online Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her Financial Aid Counselor to discuss the financial implications of the withdrawal. The student may need to receive an official withdrawal code from the Financial Aid Counselor to complete the process.

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

Online Students

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

Tuition and Expenses

The following figures are for the 2019-2020 fiscal year. Tuition is based on the number of credit hours taken. There is financial aid for students who qualify.

Fees per year:

- **Distance Learning Fee: \$70 per online course**
- **Technology Fee: \$100 (for part-time students), \$200 (for full time students)**
- **Student Activities Fee: \$150**
- **Health & Safety Fee: \$200**
- **Health Insurance: \$1,789.68 / Fall Spring Summer semesters (full year); \$1,491.40 Spring-Summer Semesters****
- **Graduation Fees: \$80**

**this is subject to change

Tuition: Graduate Programs (effective Summer 2019)

Ground Graduate Programs

Program	Tuition
M.S. in Education (all specializations)	\$857 per credit hour*
M.B.A. Accounting	\$742 per credit hour
M.S. in Occupational Therapy	\$1,175 per credit hour <i>Summer Rate</i> - \$17,031 for full time for <i>Fall and Spring terms</i>
Doctor of Physical Therapy	\$1,135 per credit hour <i>Summer Rate</i> -

Program	Tuition
	\$17,031 for full time for <i>Fall and Spring terms</i>
Masters of Business Administration	\$650 per credit hour
Certificates of Advanced Study	\$598 per credit hour
Non-matriculated courses	\$828 per credit hour

Graduate students are considered full-time status if enrolled in six (6) credits per semester and are considered half-time status if enrolled in at least three (3) credits per semester.

Additional Fees:

Health Insurance+

Fall (5 months): \$789.75

Spring-Summer (7 months): \$1,099.65

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

Books and supplies \$350*/\$700**

Living Allowance \$5018

Personal Expenses \$550

Loan Fees \$102

+Health insurance is required to carry for all full time students. Utica College will charge your account to ensure the requirement. If you carry your own health insurance, this charge can be waived at <http://www.haylor.com/college/utica-college/> - **Deadline for waiver for Fall 2018 is 9/15/18 and for Spring 2019 is 1/26/19.** This will be verified by Haylor. Students who have been found to not have health insurance will automatically be re-enrolled in UC's Health Plan and will be charged accordingly.

Online Programs

The following are estimated figures for the 2018-2019 academic year (Summer 2018, Fall 2018 and Spring 2019). Tuition is based on the number of credit hours taken. There is financial aid for students who qualify.

Utica College school policy states that a graduate student matriculated into an online program is at fulltime status if s/he is enrolled in six (6) credits per semester. An online graduate student is considered halftime if s/he is enrolled in at least three (3) credits per semester.

Fees

- **Distance Learning Fee: \$70 per online course**
- **Graduation Fees: \$80**
- **Residency & Technology Fee: \$500 per residency (only applies to those programs with residency requirements: FCM, CIF, PPtDPT)**

- **Graduate Tuition Deposit Fee: \$300 (one-time fee; if you have a FAFSA on-file you may not be required to pay this fee, or are using VA tuition benefits you are not required to pay this fee. Please annotate the fact that you have a FAFSA or VA benefits on your tuition deposit card)**

Graduate Online Programs

Program Name	Tuition per Credit Hour
M.B.A. in Economic Crime and Fraud Management	\$880
Master of Business Administration	\$700
M.B.A. Data Science	\$830
M.S. in Financial Crime and Compliance Management	\$880
M.S. in Cybersecurity - Intelligence, Forensics, and Cyber Operations	\$895
M.P.S. in Cyber Policy and Risk Analysis	\$775
M.S. in Healthcare Administration	\$690
M.S. Liberal Studies *	\$650
M.S. in Occupational Therapy	\$668
Post Professional Transitional Doctorate of Physical Therapy	\$785
Securities Compliance Advanced Certificate	TBD
Financial Crime and Compliance Operations Certificate	\$880
Monitoring, Surveillance, and Intelligence Operations Certificate	\$775
Organizational Risk Assessment and Management Certificate	\$880
Regulatory and Compliance Assurance Certificate	\$880
Cyber Operations Certificate	\$895
Computer Forensics Certificate	\$895
Cyber Policy Certificate	\$775

For a list of current tuition rates, fees, and other expenses, contact the Center for Student Success at (315) 792-3179

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

*This program is currently not accepting students.

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

Books and supplies \$350

Living Allowance \$2485

Personal Expenses \$550

Loan Fees \$57

Student Life

Utica College is committed to the development of its students, both graduate and undergraduate, as you enter a world of interesting people, engaging ideas, and stimulating activities.

Getting involved in campus life outside of the classroom is an important aspect of student life, including for graduate students. Programming and support is provided through a number of the following offices.

- Graduate Studies
- Student Conduct & Community Standards
- Campus Dining Services
- Campus Safety
- Career Services
- Health Insurance
- Learning Services
- Library
- Online and Extended Studies
- Residence Life
- Student Activities
- Student Success
- Student Wellness Center
 - Proof of Immunization
- Utica College Alumni Society

Office of Graduate Studies

The Office of Graduate Studies (OGS) is designed specifically to support the day-to-day needs of campus-based graduate students while enhancing the experience and success of all graduate students. The mission of OGS is to provide a quality, streamlined graduate experience by supporting graduate students and faculty, administering effective and consistent policies and procedures, and connecting graduate students to each other and Utica College. The office supports students, staff, and faculty and looks for ways to improve communication among all graduate students. OGS is available to assist with questions when answers are not easily found, connecting students with the appropriate office as needed. Located in 120 White Hall, they can be reached at (315) 792-3335 or online at www.utica.edu/ogs.

Student Conduct & Community Standards

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

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

If a student is charged with violating the Code of Student Conduct, that student will have charges addressed through the student conduct process. It is Utica College's policy under ordinary circumstances that, pending disciplinary action, the status of students will not be altered or their rights to be present on campus and to attend classes suspended. However, the College reserves the right to immediately alter a student's status and deny access to campus whenever the behavior in question is egregious or adversely affects the academic environment or the safety of students, faculty, staff, or property. In such cases, students may face interim restrictions or suspension while the case is adjudicated.

Campus Dining Services

Campus Dining Services operates several dining and beverage facilities across campus. Located in the Strebel Student Center, the Strebel Dining Commons is an all-you-can-eat dining hall; the Pioneer Pub provides classic grill favorites; TRES Habanero's which serves burrito's, taco's, and salad bowls is located in the Pioneer Cafe'. Trax Snax, located next to the Pioneer Cafe', is a convenience store. Le Bistro is located in the Gordon Science Center and serves Starbucks Coffee, ready-made deli sandwiches, and gourmet desserts. Common Grounds, located in Gannett Library, has a variety of coffee, tea, and smoothies.

For menus and hours, visit uticadining-services.com.

Campus Safety

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

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

To view a copy of this publication, or for more information about Campus Safety, visit www.utica.edu/safety.

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, skills, values, personality, and goals. Its services are available to all students and alumni within 5 years of graduation. Career Services offers a full range of in-person and online services designed to help students explore their professional interests, understand the importance of proper planning and preparation in goal setting, and assist in the successful transition from academic to professional life. Individualized assistance is provided in a variety of areas, including developing and critiquing resume and cover letters as well as interview preparation. Events coordinated by the office include networking nights, job and internship fairs, the etiquette dinner, mock interviews, and more. Career Services also hosts UC Career Connect, an online career management system that features posted jobs and internships, the ability to upload a resume for employer review, and registration to Career Services events.

For more information, visit www.utica.edu/careerservices.

Health Insurance

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 which is charged to your account every semester. This charge varies semester to semester. 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 Haylor Freyer & Coon, Inc. at (866)-535-0456.

For more information, please visit <http://www.utica.edu/finance/sfs/index.cfm>.

Learning Services

The Office of Learning Services provides advisement, advocacy, and academic support to students who identify themselves as having a disability and to students who are experiencing academic difficulties. The staff works with students in a variety of ways to promote self-awareness, self-determination, and self-advocacy for our students with disabilities. The staff also acts as a resource for all members of the Utica College community to promote accessibility for learning.

For more information about Learning Services visit www.utica.edu/learning or call 315-792-3032.

Library

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

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

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

Online and Extended Studies

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

Student Living & College Engagement

Located in room 205 of Strebel Student Center, the SLCE Office works to offer programs and services for the entire campus community, as well as offers a variety of housing options for those who choose to live on campus. We work actively with over 80 student organizations, over 30 professionally-trained student Resident Assistants, and many more involved student leaders to make sure UC students are taking advantage of all opportunities for engagement. The office emails a daily newsletter, the Daysheet, which is a listing of all campus activities, as well as keeps a Google Calendar called "Student Engagement" for the campus community. Students seeking involvement or housing information should visit or call the office. The office manages all online Housing forms, Moose Match, Pioneer Place, and UticaTickets.com. Centro schedules and bus passes are also available in this office, as well as more information about transportation options. Additional information about office hours and services provided by the Office of Student Living and College Engagement can be found online at www.utica.edu/student/SLCE/home.cfm.

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

Student Success

Utica College is committed to fostering student success by offering confidential, goal oriented counseling services, and Student Success staff members are trained to help students address a variety of academic concerns. For more information, please visit www.utica.edu/student/development/success/

Student Wellness Center

The Student Wellness Center is located on the second floor of Strebel Center. The Student Wellness Center houses both the HEALTH and COUNSELING offices. When college is in session during the fall and spring semesters, all registered full and part-time students are eligible to receive medical and counseling services at the Student Wellness Center. Service is free unless otherwise noted. All students must turn in a completed health form and immunization record.

The Health Office provides medical care for students with acute short-term illness.

The Counseling office provides individual and group counseling services to current students. Our licensed professionals are trained to help students overcome emotional and/or substance use barriers that are inhibiting their academic success. While personal counseling is available through the office, referrals to off-campus counseling is also obtainable through the counseling office if the student so chooses. Counselors are also available after hours if a mental health emergency should arise when the office is closed. All counseling services are free of charge to students.

The Student Wellness Center is open Monday thru Friday from 8:30 a.m. to 5:00 p.m. during the academic year. All student records are confidential. No information will be released to anyone, including parents or legal guardians, without a signed release from the student. If medical care is needed after hours, there are two urgent care centers and two emergency rooms in the immediate area. The cost of these services is the responsibility of the student.

For more information on counseling services: <http://www.utica.edu/student/development/counseling/index.cfm>

For more information on student health services: <http://www.utica.edu/student/health/>

Proof of Immunization

All full and part-time graduate and undergraduate students must comply with New York State Public Health Law #2165 and #2167, including students who have residencies or take classes on campus. Students must provide the Student Wellness Center with proof of immunization for Measles, Mumps, Rubella, and meningitis. Students may complete and sign a waiver form declining the meningitis vaccine only. Students' have 30 days from the start of classes to comply with this law, failure to comply will result in the students' registration being dropped, and the student will be barred from attendance in classes.

Call the Student Wellness Center at (315) 7923094 for more information.

Utica College Alumni Society

Graduates of Utica College automatically become members of the Utica College Alumni Society upon graduation. The Alumni Society is represented by an elected body called the Utica College Alumni Council (UCAC). The alumni members of the UCAC have distinguished themselves through their professional or community work and their service to Utica College. With the assistance of the UCAC, Alumni 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 assisting Admissions, career and networking events, being mentors to students, and the Annual Fund campaign. *Utica*, Utica College's alumni magazine, is sent to all alumni to keep them informed about the Utica College community. Alumni Relations is located in Champlin House.

Information about services and events is available at www.utica.edu/alumni.

Academic Policies and Procedures

Absences

Faculty establishes the attendance requirements for courses they teach, as well as the process for recording such absences. If a student incurs excessive absences, as determined by the faculty member, the student's grade may be lowered or a grade of F assigned for the course.

In order to ensure that all new and continuing students at Utica College who have registered for classes in a given term are actually in attendance, both for the academic success of the student and for the College's required census reporting to the federal government, the College has developed a student tracking system. Until the end of the third week of classes, efforts are made to identify the presence of students on campus and their attendance in registered courses. Reports on the use of College facilities by way of a student identification card, vehicle registrations, and communication with administrative offices are sent to the Office of Institutional Research for entry into the tracking system. Student attendance is also tracked by way of activity reports from each of the College's learning management systems for courses delivered online, and a manual entry system of attendance is updated by instructors for on-campus courses.

Academic Appeals

Academic appeals are petitions by students to change a decision rendered about an academic matter. For information on how to file an academic appeal see the Academic Appeals page on the College's website.

Academic Freedom

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

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

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

Academic Program, Change of

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

Academic Progress

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

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

Academic Expectations

Students are expected to maintain a GPA of 3.0 or higher in graduate programs and while students can earn course grades below a 3.0, it is important to remember that any grade below a "B" is considered to be below expectations.

Academic Standing Levels

The Graduate Academic Standing Committee assesses academic standing at the end of every term. A student's cumulative GPA and all graduate-level credit hours are used to make a determination of academic standing. The types of academic standing are as follows:

Good Standing (GS) - Students with a cumulative GPA of 3.0 or higher are considered to be in good standing. Good Standing is one of the criteria all students must meet to be considered for graduation.

Graduate Academic Probation (GF) - Students are placed on academic probation at the completion of a term if: (a) the student's GPA has fallen below 3.0 in a matriculated program, or (b) the student has earned a grade of F or WF in a course.

Students whose GPA has fallen below 3.0 have up to the completion of their program to raise their GPA to 3.0. If the cumulative GPA is raised to 3.0 the Graduate Academic Probation will remain on the transcript for each term that the GPA was under 3.0 but the student will go into Good Academic Standing for the term where the cumulative GPA is 3.0 or higher. If a student is placed on graduate academic probation as a result of a grade of "F", the student must successfully repeat that course in the next term it is offered.

A student may elect to repeat at most two courses that were successfully completed. Only courses in which the student earned a grade of B-, C+, or C may be repeated, and a course may be repeated only once. When a course is repeated, the lower grade remains on the transcript but is no longer calculated into the student's GPA (credit is only awarded once). Repeating a course may affect financial aid eligibility. Students are encouraged to speak with their student financial services counselor prior to registering.

Students who are placed on Academic Probation should seek guidance and advice from their academic advisor or success coach.

Graduate Academic Dismissal - Any student who earns two grades of F and/or WF at any point will be academically dismissed.

Academic Probation and Dismissal

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

- GPA of less than a 3.0
- 1 grade of F
- 1 grade of WF

If a student receives an F or WF the student will be placed on probation and must successfully retake the course, or an equivalent course as approved by the program chair, in the next semester. If the course is not offered in the next semester, the student may, with the approval of the program chair, remain as an active student and take courses appropriate to his/her course of study. However, the student must retake the failed course the next time it is offered. Failure to successfully retake the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who earns two grades of F and/or WF,

This dismissal decision may be appealed to the Academic Standards Committee. Students who wish to appeal should consult with the Office of Graduate Studies.

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

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

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

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

SECOND CHANCE POLICY

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

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

Advising

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

Animal Subjects in Research

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

Athletic Eligibility

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

Varsity athletics is an activity open to full-time, on-ground and online students.

Auditing

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

Clinical Education Experience

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

Code of Student Conduct

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

Complaint Procedure

See Grievance Procedure.

Confidentiality for Student Employees

See Student Employees.

Confidential Thesis or Capstone Projects

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

Continuous Enrollment

Graduate students at Utica College must be:

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

Students who do not fall into one of three above categories and have not been dismissed from the college will be deactivated and lose matriculated status (see Matriculation). Students who have completed all of the course requirements for their graduate degree except for their culminating academic experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier), must maintain continuous enrollment until their final thesis or project has been approved with all required edits completed or the comprehensive exam has been taken and passed. At the discretion of the program director, this can be accomplished by enrolling in a 997/998 continuous student enrollment course and paying the appropriate tuition/fee every semester until completion. The six-year time limit for completion of degree begins at the initial date of matriculation in a program and includes all-time accumulated through enrollment in a 997/998 course (see Academic Progress). Failure to enroll in a 997/998 course will result in loss of matriculated status (see Matriculation). A Leave of Absence Form must be submitted to request a formal leave of absence (see Leave of Absence).

Copyrighted Material and Unauthorized Peer-to-Peer File Sharing

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

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

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

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

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

- Utica College policy on Copyright and Peer-to-Peer File Sharing: www.utica.edu/policies
- How you can legally access music, movies, games, software, and other copyrighted materials: www.utica.edu/academic/iits/copyright/legal_options.cfm
- Copyright laws, copyright protections and your rights: www.copyright.gov/title17/92chap5.html
- Peer 2 Peer and U @ UC, a tutorial: www.utica.edu/academic/iits/copyright/p2pmovie

While file sharing is not in and of itself illegal, unauthorized file sharing of copyrighted materials, including music and motion pictures, is a violation of copyright laws and can subject you to civil and criminal sanctions. In addition, downloading and/or using peer-to-peer software can be hazardous to your computer and the Utica College network, as many shared files can contain spyware or viruses.

Anyone found to violate the rights of a copyright owner is deemed an infringer of the copyright. Civil remedies for infringement include injunctions, forfeiture, seizure, and actual damages and profits suffered due to the infringement. In addition, in lieu of actual damages, the copyright owner may elect to pursue statutory damages ranging from \$200 to \$150,000 in the case of a willful infringement. The court may also award the copyright owner reasonable attorneys' fees and costs related to prosecuting the action.

Infringers additionally may face criminal liability if they willfully infringe a copyright in certain situations. Violations of the above carry possible jail time (increased for multiple offenses) and fines, as well as seizure, forfeiture, and distribution of any copies or means by which copies are made.

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

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

For the full disciplinary procedures as outlined in the Copyright and Peer-to-Peer File Sharing policy please see www.utica.edu/academic/iits/copyright/resources.cfm or the College's established disciplinary procedures for students as outlined in the Student Handbook.

Utica College additionally takes its obligations pursuant to the Digital Millennium Copyright Act (DMCA) very seriously. If Utica College receives a notice concerning a possible infringement, the DMCA requires Utica College to take certain steps to ensure illegal file sharing or other copyright violations occurring on the Utica College network have been stopped. If Utica College receives such a notice about the copyright-infringement material in your possession, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

Course Cancellation

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

Course Numbering

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

Credit Hours

Instructional courses must offer 12 ½ hours of active instruction for each credit hour with twice that time allotted for student work outside the classroom, as required by New York State. Accordingly, a three-credit course consists of 37 ½ hours of active instruction with the expectation that the student will spend twice that time on outside assignments such as homework, research, and review. This definition is consistent throughout all modes of instruction - on - ground, hybrid, and online - for both undergraduate and graduate classes. This definition applies equally to courses of any length, including 8-week courses.

Supervised courses (courses that offer students immersion experiences in another culture without formal lectures, presentations, and laboratory work) offer one academic credit per five days in situ of the course.

Laboratory courses offer one credit hour for every 37 ½ hours of laboratory work.

The Office of the Provost, in consultation with the Curriculum Committee, will review and determine the credit hours for courses that do not fall into the categories above.

Culminating Academic Experience Requirements

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

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

Curriculum Changes

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

Deferred Entry

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

Dismissal

See Academic Warning, Probation, and Dismissal.

E-mail

All students, staff, and faculty are issued an official UC e-mail account and are required to use it for official communication with UC students, staff, and faculty. Your UC e-mail account is the primary official channel through

which the College will communicate with you, therefore you must check your account regularly. Information on using your UC e-mail account can be found at www.utica.edu/helpsheets.

Experience Credit

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

Family Educational Rights and Privacy Act

See Student Records.

Field Experience

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

Financial Changes

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

Forms

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

Grade Changes

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

Grade Point Average

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

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

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

Grading Scale

This is the College's default grading scale. Faculty members may deviate from this default scale but must indicate clearly in the syllabus when they do so.

Graduate Grading Scale			
A	94 - 100	B-	80 - 83.99
A-	90 - 93.99	C+	77 - 79.99
B+	87 - 89.99	C	74 - 76.99
B	84 - 86.99	F	0-73.99

Grading System

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

A grade of I (Incomplete) may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. Illness or exceptional circumstances are the usual bases for consideration. A grade of Incomplete must be agreed upon by both the student and the instructor and should include the completion of an Incomplete Contract Form. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted, but the default time frame is six weeks from the latest final grades due date of a given semester. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time. However, the student must remain enrolled in either another credit-bearing course or in 997/998 Continuous Student Enrollment (see Continuous Enrollment). Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript with the final grade being attached to it (e.g., IA, IB). Grades of Incomplete may affect student financial aid; contact the Office of Student Financial Services for more information.

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

Graduation Approval

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

To be approved for graduation, a student must:

- Complete all course requirements with satisfactory academic standing including a minimum cumulative grade point average of 3.0.
- Be enrolled in a credit-bearing course or in a 997/998 Continuous Student Enrollment course for the semester in which they seek graduation.
- Submit an Application for Degree to the Registrar's Office by the deadline for the semester in which the student anticipates graduating.
- Successfully complete a Culminating Academic Experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier).
- If appropriate, submit required paperwork and copies of the Culminating Academic Experience to the Office of Graduate Studies (students completing a thesis must also present at a thesis defense), and
- Satisfy all financial obligations to the College, including the graduation fee and completing the Exit Interview.

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

Student Complaint Process

Any student who has been treated unfairly will have the right to be heard fairly and promptly. The college recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint can be submitted to assure impartial and equitable resolution.

This complaint process may not be invoked for matters that have independent appeal processes that are already established. Examples of these include but are not limited to Student Conduct, Title IX, FERPA, Academic Appeals, Academic Integrity, Financial Aid.

The process is divided into an informal and formal process. Resolution may be reached at any stage of the process. Please see the student complaint process webpage for further details.

Human Subjects in Research

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

1. Are sponsored by the College; or

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

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

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

Inactive Students

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

Incomplete (I) Grade

See Grading System

Independent Study or Project

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

Intellectual Honesty

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

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

Intellectual Rights

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, 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 the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree (see Academic Progress). For details regarding Medical Leaves of Absence, please refer to the Registrar's Office website.

For students using financial aid, please speak with your Student Financial Services Counselor about potential implications.

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

Leave, Medical

The purpose of Medical Leave of Absence (MLOA) is twofold:

1. To maintain your health coverage if you are insured by a parent and need to maintain your health insurance coverage.
2. To keep your student loans in deferment during an illness.

To apply for a Medical Leave of Absence (students must apply for each semester in which an MLOA is required and must submit the proper forms prior to the end of the add/drop period for that semester):

1. Complete the Medical Leave of Absence form from the Registrar's website at http://www.utica.edu/academic/registrar/Medical_Leave_Form.pdf. Submit the form to the Office of the Registrar.
2. Submit supporting documentation from your healthcare provider. The supporting documentation from your healthcare provider must include:
 - a. the basis for the medical leave
 - b. an appropriate duration of the leave.

It is not necessary for a student to apply for a MLOA if he or she has a registration record for that semester. A grade of WD counts as a registration record. An MLOA is inappropriate for a student who withdraws from all classes after the start of a semester and gets WD grades since an MLOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for an MLOA.

Confidentiality of Medical Information:

Information provided to the College as part of an MLOA will be considered confidential and will be released only in circumstances described by the Family Educational Rights and Privacy Act (FERPA).

Leave, Military-Related

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

Mr. Andrew J. Carr, Professor of Practice-Cybersecurity Investigation and Forensics (315-792-3369), Mr. Craig Dewan, Registrar (315-792-3393), Mr. Austin D. Givens, Assistant Professor of Cybersecurity (315-792-3753), and Mr. Derek MacTurk, Integrated Information Technology Services and Adjunct Lecturer of Cybersecurity (315-223-2447).

Utica College policy for military-related withdrawal:

- You will need your official orders for military duty sent to the Utica College Registrars Office.
 - There will be no academic penalty for withdrawing from your courses provided that you - (a) notify each of the instructors of your leave within reasonable timeframes, (b) work out arrangements with your instructors to complete assignments, and (c) mutually agree on a course completion plan.
 - Note - Instructors MUST be given adequate communication regarding your leave and are required only to give you reasonable accommodation for your military leave. Reasonable accommodation is determined by your instructor. If you feel reasonable accommodations are not being made, please notify Mr. Dewan and provide written proof of your case.
1. There will be no financial penalties for withdrawing from your courses provided that you - (a) notify the Office of Student Financial Services of your leave, and (b) speak personally to your financial aid counselor.

Make-up Examinations

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

Matriculation

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

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

Petitions

See Grievance and Complaint Procedures.

Policy and Procedure Changes

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

Professional Behavior

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

Readmission

A matriculated student not in attendance for one or more full semesters loses matriculated status and will become inactive. In order to return to the college and regain matriculation status, students must apply for readmission. Students who return after losing matriculated status are readmitted under the terms of the catalog appropriate to the new matriculation term, not the catalog of the original matriculation term. The form to apply for readmission is available on the College's website www.utica.edu/readmission and must be completed and returned to the Office of the Registrar prior to the start of the semester. Note that late submission of this form may impede the registration process.

Readmission Application Past the Six-Year Limit

Students who have been absent from Utica College so long that the six-year limit for completing the degree has expired but who wish to return to the College must submit an appeal to the Dean for Graduate Students in addition to the readmission form.

Refund Policy

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

Repeating a Course

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

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

Residencies

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

Residency

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

Schedule Changes by Student

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

Student Employees, Confidentiality for

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

Student Records, Access to and Release of

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

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

1. Official files containing material directly related to students are maintained in the following locations on campus.
 - a. The Office of the Registrar maintains the student's official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
 - b. The Office of Student Success maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major or is on academic probation. These copies are maintained by the director of student development.
 - c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.

- d. The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
 - e. Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student's request for a period of 5 years after opening their file. These files are maintained by the Office of Career Services.
 - f. The Office of Student Affairs maintains files of students who have had cases adjudicated through the College's student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.
 - g. The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
 - h. The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
 - i. Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of corporate and professional programs.
 - j. The Division of Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence and are maintained by the coordinator of research and records.
 - k. The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.
 - l. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - a. Utica College officials, faculty members, and employees - including student employees, trustees, and persons under contract to the College - who have legitimate educational interests.
 - b. Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.
 - c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - d. Accrediting organizations in order to carry out their accrediting functions.
 - e. In compliance with the judicial order pursuant to any lawfully issued subpoena.
 - f. Parents of students who are dependents of their parents for income tax purposes.
 3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained for a period of 6 years. Please note that the exception to this rule are student transcripts, which are kept 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 for a paper copy and \$4 for an electronic copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.
7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home town, home address, residency status, campus or local address, telephone number, UC e-mail address, UC student ID number, date and place of birth, academic level, major field of study, weight and height of athletic team members, dates of attendance at Utica College, registration status (full- vs. part-time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. Students who do not wish to have this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by college officials.
8. The Act permits the College to reveal the results of disciplinary proceedings against students accused of violent crimes who have been found responsible for violating the College's rules or policies. The College is also permitted to notify parents if a student younger than 21 is caught drinking or using illegal drugs.

Student Status

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

Study at Other Institutions

See Transfer Credit

Summary Dismissal

Summary dismissal of a student is an exceptional step that may be taken by the College in response to student conduct in an academic setting that puts students, faculty, staff or a program at risk; that seriously undermines the integrity of the academic mission; or that places the College in legal jeopardy.

Summary dismissals are issued by the Office of Academic Affairs after review of the relevant student conduct and are effective immediately. Dismissed students receive an official communication outlining the justification for the dismissal and may appeal their dismissal to the Provost.

Transcripts

The Registrar's Office issues transcripts upon written request. There is a fee per transcript. Requests are generally processed within five days. Delays may be experienced during the beginning and the end of each semester and during

pre-registration. Please plan accordingly. Although students may request an unofficial copy of their transcript for their own use, when requesting that official transcripts be issued to other institutions or individuals, such requests must be made in person or in writing. Utica College reserves the right to withhold the transcripts and diplomas of financially-delinquent students.

Transfer Credit

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

Matriculated Utica College students must obtain prior written approval from the program director or chair before taking courses at another institution for credit at Utica College via the Permission to Study at Another Institution Form. Approval is not granted if the same or an equivalent course is offered at Utica College. Students who undertake such a study must meet all 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 coursework.

Advanced Standing

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

The number of accepted transfer credits will affect the total cost and length of each program. Please refer to the Transfer Credit (Graduate)/Transfer Student Admissions (Undergrad) section for additional information. A maximum of 90 (ninety) undergraduate credits graded B or higher from a regionally accredited institution may be applied to a Utica College undergraduate program at the time of matriculation. 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.

Waived Courses

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

Moreover, it is the student's ultimate responsibility to ensure that all degree requirements have been completed (see Graduation Approval). Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students.

Withdrawal

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

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

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

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

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

Withdrawal, Unofficial for Non-Attendance

Any student who receives Title IV funds who stops attending his or her classes during the semester without officially withdrawing from the College is considered an unofficial withdrawal according to Title IV federal regulations. The College is required to return unearned financial aid to the federal government for all unofficial withdrawals in the same manner as students who withdraw officially. The student's last date of attendance is used to calculate the amount of financial aid to return to the federal government. The funds returned to the federal government for unearned financial aid will be added to the student's final bill.

A simple equation to explain the process is:

$$(\% \text{ of term completed}) \times (\text{total aid awarded}) = \text{earned aid}$$

$$(\text{Total aid awarded}) - (\text{earned aid}) = \text{unearned aid to be returned to the federal government}$$

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

Course Descriptions

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

Please consult your adviser for any prerequisites.

Accounting

ACC 501 - Introduction to Accounting (3)

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

ACC 503 - Advanced Corporate Tax (3)

Study of federal tax regulations and their application to the taxation of the partnerships, corporations, estates and trusts. Prerequisite(s); if any: ACC 304 or graduate standing. Must be enrolled in the MBA in Professional Accounting program or have permission of the Coordinator of Accounting Programs.

ACC 506 - Health Care Accounting Processes (3)

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

ACC 511 - Auditing and Assurance Services (3)

Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from the point of view of the external auditor. Must be enrolled in the MBA Accountancy program.

ACC 515 - Advanced Accounting (3)

Equity method investments, Goodwill, Merger accounting for dissolutions and consolidation methods of accounting for business combinations. Accounting for variable interest entities. Prerequisite(s); if any: ACC 302. Must be enrolled in the MBA in Professional Accounting program.

ACC 541 - Corporate Financial Reporting (3)

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

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

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

ACC 563 - Forensic Accounting (3)

This course is a survey course touching on nearly all of the areas of forensic accounting but not covering any of them in great detail. This course begins by reviewing the history, accreditation bodies, and certifications in forensic accounting. Financial statement fraud, employee fraud, tax fraud, money laundering, and the litigation issues related to these crimes are examined. Specialty areas of forensic accounting such as cybercrime, economic damages, and business valuation will also be introduced.

ACC 601 - Advanced Managerial Accounting (3)

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

ACC 602 - Accounting Theory & Practice (3)

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

ACC 603 - Taxes and Business Strategy (3)

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

ACC 604 - Seminar in Assurance & Forensic Auditing (3)

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

ACC 605 - Financial Reporting and Analysis (3)

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

ACC 607 - Financial Statement Analysis (3)

The primary objective of this course is to estimate firm equity value using financial statement information. Financial statement numbers will be interpreted in order to estimate future revenue, earnings, cash flow, and other value metrics. Financial statement information will also be used to recognize sustainable and transient earnings and cash flow

components. The academic literature will be examined to showcase a number of prominent financial statement analysis strategies.

ACC 613 - Advanced Auditing (3)

This course will review advanced auditing topics with emphasis placed on the practical aspects of auditing financial statement transaction cycles and account balances. Students will complete a practice case(s), including the drafting of the audit report. Students will gain proficiency on current events in the accounting profession, and further develop both technical and "soft" skills in preparation for professional careers.

Anthropology

ANT 500 - Contemporary Topics (3)

Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite(s); if any: Instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

ANT 525 - Ancient Cities (3)

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

ANT 527 - Religion in the Ancient World (3)

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

ANT 535 - Forensic Anthropology (3)

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

ANT 545 - Historical Archaeology (3)

Archeological exploration of social history of European, African, and Asian peoples in North America after 1500 C.E. Field excavation; site interpretation; archived research; artifact identification. Meets with ANT 345.

ANT 547 - Archaeological Field School (0, 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. Prerequisite(s); if any: Meets with: ANT 347.

ANT 551 - Contemporary Issues of Native American Life (3)

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

ANT 590 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean.

ANT 600 - Special Topics (3)

Topics in various aspects of anthropology (social, physical, archaeological). The exact topics may vary from year to year in response to the needs and interests of students and instructors. Prerequisite(s); if any: Instructor may determine reasonable prerequisites for the specific topic. May be repeated with different topics.

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 animal behavior. Identification of major patterns and processes of behavior and proximate and ultimate factors influencing behavior; discussion of classical and current methodologies for studying behavior. Prerequisite(s); if any: BIO 211 And BIO 212 and a minimum GPA of 3.0 or permission of instructor. Same as Biology 338.

BIO 538L - Animal Behavior Laboratory (1)

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

BIO 543 - Neuroscience (3)

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

BIO 590 - Independent Study (0 to 6)

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

BIO 600 - Topics in Contemporary Biology (3)

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

BIO 654 - 'The Coming Plague' Emerging Infectious Diseases, Biological Weapons and Public Health

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

BIO 690 - Independent Study (0 to 6)

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

Business

BUS 517 - Fundamental Models and Concepts (3)

This course introduces domestic and global business models that have evolved over the last 30 years. The course offers context and examines one of the most disruptive periods in modern business history, and connects the thinking to current and not-yet-established media models.

BUS 607 - Brand Analytics and Marketing (3)

An introduction to big data challenges, trends, and applications within the marketing and communications environment. The course examines how big data algorithms and mining techniques provide strategic communication analysis, insight, and options for organization action. This course provides strategies to manage big data for effective marketing communication and relationship building with key publics.

BUS 611 - Principles and Practices of Leadership I (1.5)

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

BUS 612 - Principles and Practices of Leadership II (1.5)

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

BUS 621 - Financial Fluency I (1.5)

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

BUS 622 - Financial Fluency II (1.5)

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

BUS 627 - Audiences/Markets and Analysis (3)

This course provides a multi-tier approach to audience/market analysis, including a deeper examination into the rise of niche products and services, and an introduction to data-driven methods in order to recognize changes in the contemporary business climate. Top-down, deliberate theories that once applied to the development of audiences/markets are now replaced by real-time shifts that must be evaluated and capitalized upon immediately in order to realize success. Prerequisite(s); if any: BUS 517

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

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

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

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

BUS 637 - Revenue Diversification and Model Creation (3)

The course provides an understanding of the importance of multiple revenue streams in order to establish a sound and successful strategy for an existing or emerging media product or organization. Since technology will continue to alter the means of income generation as smaller and diverse payment methods continue to evolve, companies must adapt to changing markets and realize opportunities for success on the local and global stages through data-driven assessment and application. Prerequisite(s); if any: BUS 517

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

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

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

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

BUS 647 - Product & Service Innovation (3)

Students will apply concepts from the specialization -- or from their industry-specific experience -- as the course serves as an accelerator environment for either a student or a team's product, service, or organization. Prerequisite(s); if any: BUS 517 or Permission of Instructor

BUS 651 - Strategy I (1.5)

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

BUS 652 - Strategy II (1.5)

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

BUS 671 - MBA Cumulative Examination Preparation (1.5)

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

BUS 672 - MBA Cumulative Examination (1.5)

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

BUS 679 - MBA Project Proposal (1.5)

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

BUS 689 - MBA Project Execution (1.5)

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

Chemistry

CHE 505 - Environmental Chemistry (3)

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

CHE 514 - History of Chemistry (3)

Study of the growth of chemistry from the 1600s to 1950 using readings about and by the originating philosophers and researchers, including historically significant experiments.

CHE 590 - Independent Study (1 to 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. May be repeated for credit as long as the topic is different.

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 to 6)

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

Communications

COM 505 - Crisis Communication in the Organization (3)

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

COM 541 - Organizational Communication (3)

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

COM 564 - Leadership Communication (3)

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

COM 577 - Crisis Communication (3)

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

Cybersecurity

CYB 505 - Foundations of Computing for Cybersecurity (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of cyber technologies, information technology and information systems as they relate to cybersecurity.

CYB 605 - Principles of Cybersecurity (3)

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

CYB 606 - Cyberspace & Cybersecurity (3)

Introduction to the disciplines of cyberspace and cybersecurity including key concepts, terms and definitions. Examination of threats, vulnerabilities and countermeasures associated with cybersecurity. Introduce the topics of cybersecurity policy, risk and compliance.

CYB 610 - Cyber Intelligence (3)

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

CYB 615 - Cyber Counterintelligence (3)

Concepts and processes of counterintelligence in cyberspace: counterintelligence missions, defensive and offensive counterintelligence, and counterespionage.

CYB 616 - International Terrorism (3)

Examines the history, emergence, and growth of terrorist groups from a global and international perspective with an emphasis on the assessment of their capabilities and activities within context of cybersecurity issues, political activism, and the law. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673.

CYB 617 - Cyber Conflict (3)

Development and evolution of cyber conflict in the context of intelligence, terrorism and counterterrorism. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 624 - Essential Topics and Emerging Trends in Cybercrime Investigations (3)

Students in this course examine topics, concepts, trends, and methods in computer and network forensics investigations. Students acquire skills and knowledge in digital evidence collection and evaluation; legal issues; and international, jurisdiction, and privacy issues.

CYB 633 - Critical National Infrastructures and National Security (3)

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

CYB 640 - Tactics, Techniques, and Procedures (3)

Ethical, technical and legal fundamentals associated with cyber operations. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 641 - Computer and Network Operations (3)

Perform studies of attack and defense methods in the cyber environment and learn about the intricacies of vulnerability assessment, penetration testing and system exploitation. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673, or permission of instructor.

CYB 642 - Access Methods and Data Hiding (3)

Data hiding, including methods of anonymity, steganography, cryptography, and anti-forensics. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673, or permission of instructor.

CYB 643 - Autonomous Cyber Operations (3)

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

CYB 649 - Advanced Topics in Cyber Operations (3)

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

CYB 651 - Computer Forensics and Investigation Methods (3)

This course examines techniques and tools used by computer forensics investigations such as acquisition, preservation, recovery, and analysis of evidence obtained from portable and stationary computer storage devices, personal digital assistants (PDAs), and cell phones. Permission of instructor required.

CYB 652 - Intrusion Forensics and Network Analysis (3)

As a result of advances in technology and a consequent rise in computer-related crime and victimization, there is a need for experts in detecting when an unlawful intrusion has occurred and who is responsible. This course emphasize ethical considerations as well as proper procedures for intrusion analysis and the forensic investigation that follows. Permission of instructor required.

CYB 653 - Network Forensics (3)

An introduction to identifying data of evidentiary value within network communications.

CYB 659 - Advanced Topics in Computer Forensics (3)

Advanced topics and concepts in cybersecurity and computer forensics: cyber defence tools, attack methods, and technologies. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 665 - Legal Foundations of Information Security and Privacy (3)

Principles of privacy relating to non-public personal information and proprietary business or government information, including policy issues; legal, regulatory and business controls; and best practices.

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

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

CYB 668 - Organizational Risk Management Frameworks (3)

Rules, regulations and issues related to organizational risk management. Topics addressed cover risk assessment and management from healthcare, financial, privacy, data breach, and government perspectives.

CYB 670 - Cyber Ethics and Professional Responsibility (3)

Constitutional, legal, personal and public policy fundamentals associated with the field of cyber data collection, fusion, integration, and unmanned aerial vehicle (UAV) surveillance. Prerequisite(s); if any: Prerequisite: PHI 655

CYB 671 - Open Source Cyber Surveillance (3)

Open source cyber surveillance including the responsible, legal, and ethical use of data and information gathered from the use of unmanned, semiautonomous systems, Web data mining, social networks, and other modern cyber systems.

CYB 673 - Principles of Cybercrime Investigations (3)

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

CYB 674 - Cyber Data Fusion (3)

This course will explore collection, fusion, integration and analysis problems selected from the following advanced surveillance technologies: acoustic, electromagnetic, sensors, special (magnetic, cryptologic, and computers) and human networks.

CYB 679 - Advanced Topics in Cyber Data Fusion (3)

Exploration of advanced topics in cyber data fusion. Application of cyber fusion techniques and analysis of collected data to realistic problem domains including commercial, critical infrastructure, military and intelligence. Prerequisite(s); if any: Prerequisite: CYB 674

CYB 680 - Cyberspace Law, Public Policy, and Politics (3)

Examines the Constitution, law, public policy, surveillance, privacy, crime, law enforcement, and punishment related to actions in cyberspace.

CYB 681 - The Law and Ethics of Cyber Espionage (3)

Examination of United States laws governing cyber espionage activities, major known incidents, strategies and motivations, geopolitics, and corporate/industrial espionage. This course will address the Foreign Intelligence Surveillance Act, FISA Court, and PATRIOT Act.

CYB 682 - Cyber War and Deterrence (3)

Study definitions of warfare, strategies and objectives, the developing roles of cyber in warfare and deterrence, key United States and other nation's policy documents, and protecting national critical infrastructures.

CYB 688 - International Aspects of Cyber Policy (3)

International law, diplomacy, international cooperation, non-cooperation, international organizations, Internet governance, the European Convention on Cybercrime, the Tallin Manual, and the principle of national responsibility related to cyber policy.

CYB 689 - Advanced Topics in Cybersecurity (3)

State-of-the art advances, emerging trends, and threats in cybersecurity. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 691 - Malware Practicum (3)

This practicum course is a graduate level course in the specialized area of malware analysis that is designed to give students supervised practical application of previously or concurrent studied theory in malware mitigation and analysis. This course uses knowledge and methods presented in earlier courses as theory or examples in real-live practical examples. Students will learn the nuances of finding and mitigating malware which will be particularly well suited to mitigating targeted attacks. The student will use specialized malware analysis tools and environments along with a deep understanding of the technical methods of malicious codes (malcode). We will also highlight specific methods to gain speed in an analysis and how enterprise-wide mitigation methods may be employed. Prerequisite(s); if any: CYB 689

CYB 695 - Capstone Project I (3)

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

CYB 696 - Capstone Project II (3)

Capstone project: completion of capstone project proposed in CYB695 consistent with graduate research guidelines. Prerequisite(s); if any: CYB 695.

CYB 697 - Professional Development in Cyber Policy and Risk Analysis (3)

Culminating academic experience. Topics addressed include cyber policy, cyber conflict, cyber ethics, cyber surveillance, national security vs. personal privacy, complex organizations, crisis management and cyber legislative issues. Prerequisites: CYB 606, GOV 561, CYB 668, PHI 655, CYB 665, and CYB 665 or SOC 563.

CYB 995 - Residency (0)

Data Science

DSC 501 - Introduction to Data Science (3)

The Introduction to Data Science introduces students to important data science goals and objectives that inform data collection and analysis techniques. Students will also embark on developing an understanding of how appropriate quantitative and qualitative methods, data collection techniques, and software help data scientists interpret and apply research findings to help solve real world problems using private and proprietary data sources, as well as publicly available ones. Finally, this course helps students develop advanced critical thinking of research ethics and social responsibilities, as they relate to management and decision sciences.

DSC 503 - Statistical Methods (3)

This course introduces the basic statistical approach that is taken when analysis of social data is initiated. This includes basic descriptive and inferential statistics as well as bivariate relationships.

DSC 605 - Statistical Analysis I (3)

This course introduces the basic statistical approach that is taken when analysis of social data is initiated. This includes basic descriptive and inferential statistics as well as bivariate relationships.

DSC 607 - Data Mining (3)

This course provides an overview of statistical modeling that involves multivariate analysis. Considered are approaches that aim to explain both continuous and discrete outcome variables, through ordinarily least squares regression and logistic regression, respectively. Also considered are dimensional analysis techniques such as exploratory and confirmatory factor analysis.

DSC 609 - Machine Learning (3)

Students will learn the definitions and applications of secondary data as they relate to primary data, data analytics and data science. In particular, they will evaluate secondary data alongside primary data in the context of social media. Students will learn and investigate diverse forms of digital social media for their utility in capturing and allowing the analysis of primary and secondary data in a variety of data science contexts, including social science, business, marketing, pop culture, policy, infrastructure, government, and educational queries.

DSC 611 - Data Visualization (3)

Students will learn to design, administer, and analyze results from survey research. This involves awareness of common problems in survey research, knowledge of alternative modes of administration, pre-testing methods, sampling techniques, and questionnaire construction.

DSC 680 - Capstone (3)

The research practicum involves on-site experiential learning in a research setting. This setting may be in the private or public sector, it may include such locations as education, governmental, non-governmental, or general research organization. The experience must provide students the opportunity to collect and analyze data, consider ethical implications of research, and draw empirically grounded conclusions.

DSC 690 - Thesis (3)

The thesis project is a research project that involves the student conducting the full research process, from selecting a topic, preparing a literature review, to collecting and analyzing data, and completing a discussion and conclusion. Students who are interested in completing a Ph.D. program may be best served by enrolling in this course.

Doctor of Physical Therapy

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

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

DPT 564 - Human Gross Anatomy (0,6)

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

DPT 582 - Clinical Sciences Foundation (3)

Physiology, exercise-related physiology, pathophysiology, & basics of pharmacology and imaging. Theoretical constructs that support autonomous clinical practice. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 584, DPT 586, DPT 587, DPT 588, DPT 589.

DPT 584 - Movement Science (3)

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

DPT 586 - Examination/Evaluation (0,4)

Entry level skills related to examination of impairments of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 582, DPT 584, DPT 587, DPT 588, DPT 589.

DPT 587 - Interventions (0,4)

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

DPT 588 - Prevention, Health Promotion and Wellness (1)

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

DPT 589 - 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. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 582, DPT 584, DPT 586, DPT 587, DPT 588.

DPT 591 - Professional Development II (2)

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

DPT 592 - Clinical Sciences: Musculoskeletal System (3)

Pathophysiology, pharmacology and diagnostic imaging related to disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 593 - Case Analysis Musculoskeletal (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 595 - Evidence in Clinical Practice I (2)

Effective use of research and evidence central to patient management and clinical decision making. Students are guided to interpret published research and incorporate knowledge into practice through critical inquiry. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 596, DPT 597, DPT 599.

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

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

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

Interventions appropriate to managing disorders/pathology of the musculoskeletal system and associated impairments and functional limitations. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, and DPT 599.

DPT 599 - Caring for the Community II (1)

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

DPT 654 - Neuroscience (0,4)

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

DPT 659 - Clinical Education I (6)

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

DPT 682 - Clinical Sciences: Neuromuscular (3)

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

DPT 683 - Case Analysis: Neuromuscular (2)

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

DPT 684 - Motor Development, Learning and Control (2)

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

DPT 685 - Evidence in Clinical Practice II (2)

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

DPT 686 - Neuromuscular Systems I (0,3)

This course provides students with a foundation to manage patients/clients across the lifespan who have neuromuscular rehabilitative needs. The basic elements of a neurological examination and how to use the data from the examination to design the physical therapy plan of care will be emphasized. Students will have the opportunity to practice what they learn in class on individuals who have neuromuscular impairments in both lab and in the community setting.

Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 682, DPT 683, DPT 684, DPT 685, DPT 687, and DPT 689.

DPT 687 - Neuromuscular Systems II (0,3)

This course builds upon the learning from DPT 686 and emphasizes physical therapy management of children and adults who have specific neurological disorders. Focus will be on examination, evaluation, and interventions for brain injury, Parkinson disease, multiple sclerosis, spinal cord injury, dementia, vestibular disorders and common diagnoses in children. Students will have the opportunity to practice what they learn in class on individuals who have neuromuscular impairments in both lab and in the community setting. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 682, DPT 683, DPT 684, DPT 685, DPT 686 and DPT 689.

DPT 689 - Caring for the Community III (1)

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of Module II students. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 682, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687.

DPT 692 - Clinical Sciences: Additional Systems (3)

Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the cardiovascular, pulmonary, integumentary, genitourinary systems; amputation and complex medical and surgical diagnoses. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 693, DPT 695, DPT 696, DPT 697, DPT 699.

DPT 693 - Case Analysis: Additional Systems (2)

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

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

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

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

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

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

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

DPT 699 - Caring for the Community IV (1)

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

DPT 751 - Professional Development III (3)

Management theory and organizational behavior critical to delivery of physical therapy services. Strategic planning, financial management, resource management and marketing included in this final professional development course. Prerequisite(s); if any: DPT 699. Co-requisite(s): DPT 753, DPT 756.

DPT 753 - Case Analysis- Clinical Decision Making: Multi-System Pathologies (2)

Students will learn strategies for the physical therapist's management of the patient with complex medical and surgical disorders, and multi-system pathologies. Prerequisite(s); if any: DPT 699. Co-requisite(s): DPT 751, DPT 756.

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

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

DPT 779 - Clinical Education II (12)

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

DPT 789 - Clinical Education III (12)

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

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

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

Economics

ECN 511 - Economic Analysis of Public Policy Issues (3)

Basic tools of economics to examine and analyze selected contemporary public policy issues. Prerequisite(s); if any: 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(s); if any: ECN 141.

ECN 575 - Behavioral Economics (3)

Behavioral economics questions the underlying assumptions of classical economics and incorporates theory from psychology, sociology, and other social sciences to better understand and predict how people make decisions. These insights, together with data collected from experiments, are used to develop strategies to address individual and societal problems. Prerequisite(s); if any: DSC 501, DSC 503, DSC 607, DSC 609, or Permission of Instructor

ECN 607 - Quantitative Analysis for Management (3)

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

ECN 610 - Managerial Economics (3)

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

Economic Crime Management

FCM 535 - Legal and Regulatory Issues for Fraud Management (3)

Structure and design of organizations with focus on systems theory and its impact with Economic Crime and applicability to today's environment.

FCM 601 - Financial Crime, Compliance Management (3)

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

FCM 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.

FCM 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.

FCM 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.

FCM 612 - Manager in Global Environ (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.

FCM 622 - Legal Concepts of Criminal Fraud (3)

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

FCM 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.

FCM 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.

FCM 627 - Fraud Management: Risk and Compliance (3)

This course covers application of principles and practices of compliance and operational risk assessment and mitigation to the management of fraud prevention detection, and investigation.

FCM 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.

FCM 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.

FCM 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.

FCM 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.

FCM 648 - Advanced Issues in Regulatory Surveillance and Policy Development (3)

Focus will be on the US Securities and Exchange Commission (SEC) and Financial Industry Regulatory Authority (FINRA) registered investment advisers (RIAs) and broker dealers (BDs). The topics covered will include: Compliance and Program Management, Policies and Procedures, Surveillance and Testing, Regulatory Risk Management, Registration and Regulatory Filings, and Books and Records. Background knowledge will be provided to prepare students for in-depth coursework in these areas.

FCM 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 Financial Crime and Compliance Management Program.

FCM 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(s); if any: FCM 651

FCM 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 Financial Crime and Compliance Management Program.

FCM 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 EFinancial Crime and Compliance Management Program. Prerequisite(s); if any: FCM 653

FCM 995 - Residency (0)**Education*****EDU 501 - Foundations of Literacy (3)***

Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours field work req.

EDU 502 - Literacy and Comprehension: Grades 1-6 (3)

Advanced theory and methods of literacy development, grade 1 through grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, Common Core ELA Learning Standards. 20 hours of field work required

EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)

Advanced theory and methods of literacy development, grades 7 - 12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 505 - Foundations of Special Education (3)

Historical, philosophical, theoretical and legal foundations of special education for students with disabilities, ages birth to 21; values, trends, issues, practices, and policies that guide the teaching of students with disabilities. 20 hours of fieldwork required.

EDU 506 - Foundations of Teaching (0 to 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-requisite(s): EDU 524 (Methods of Teaching in the Content Areas) & full-time teaching assignment.

EDU 508 - Mentoring II (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Prerequisite(s); if any: EDU 507 Mentoring I. Co-requisite(s): EDU 503 (Literacy and Comprehension: Middle Adolescence) & full-time teaching assignment.

EDU 511 - Introduction to Teaching (1)

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

EDU 512 - Practical Teaching Methodologies (3)

Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)

Application of literacy skills to the content and instructional materials used to teach social studies in first through sixth grade. Social studies and ELA Common Core 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 for Students with Complex Support Needs (3)

This course covers the characteristics of students with complex support needs, authentic assessment, and Individualized Education Plans (IEPs). Students will learn about classroom accommodations, assistive technology, and positive behavior supports in inclusive environments. They will learn about collaboration, community-based instruction, and educational transitions. 10 hours of fieldwork is 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: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology use in first through sixth grade. Math, Science, and Technology Learning Standards. 20 Hours of field work required.

EDU 545 - Mathematics Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in first through sixth grade. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 546 - Physical Education Methods (3)

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

EDU 547 - Coaching Sports (3)

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

EDU 548 - Health Education Methods (3)

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

EDU 573 - NYSED Certification Preparation (2)

Comprehensive review of NYSED teacher certification exams (EAS, ALST, CSTs and edTPA) with practice assessments. Includes 20-day placement for matriculated candidates who require edTPA for NYSED certification but are not required to student teach.

EDU 590 - Independent Study (1 to 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. Prerequisite(s); if any: Permission of director.

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

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

EDU 604 - Inclusive Practicum (2)

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

EDU 605 - Inclusive Practicum (3)

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

EDU 615 - Learning and Cognition (3)

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

EDU 616 - Environmental Design for Effective Inclusion (3)

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

EDU 621 - Inclusive Classroom Strategies I (3)

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

EDU 622 - Inclusive Classroom Strategies II (3)

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

EDU 625 - Leadership and Collaboration for Quality Inclusion (3)

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

EDU 626 - Current Issues in Inclusive Education (3)

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

EDU 632 - Data-Based Decision Making (3)

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

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

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

EDU 635 - Theory and Practice in Supervision (3)

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

EDU 636 - Human Resources and Labor Relations (3)

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

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

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

EDU 638 - School Business Management and Finance (3)

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

EDU 639 - Master's Project (3)

Completion of an approved master's project. Periodic conferences required. Prerequisite(s); if any: EDU 631 or EDU 633, or permission of instructor.

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

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

EDU 647 - School Law (3)

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

EDU 648 - Leadership of Special Programs (3)

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

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

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

EDU 658 - Leadership for Political Systems and Change (3)

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

EDU 670 - Administrative Internship (3)

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

EDU 671 - Student Teaching Seminar (1)

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

Co-requisite(s): EDU 675 and EDU 676 or EDU 677 and EDU 678.

EDU 675 - Student Teaching I (4)

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

EDU 676 - Student Teaching II (4)

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

EDU 677 - Mentored Internship I (4)

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

Co-requisite(s): EDU 671.

EDU 678 - Mentored Internship II (4)

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

EDU 690 - Independent Study (0 to 6)

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

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

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

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

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

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

Inquiry project completed as culminating academic experience under direct supervision of course instructor. Students integrate skills and methodology through collection, analysis, and interpretation of data resulting in a formal study or development of instructional materials. Completion of a minimum of 27 credits for those enrolled in the preparation of

course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education or permission of Department Chair. Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Programs or permission of Department Chair.

English

ENG 500 - Select Topics: English (3)

Topics in various aspects of English. Vary from year to year. May be repeated twice, if topics differ.

ENG 516 - Studies in Literacy and Literature (3)

Reading/ studying/teaching literature; developing integrated curricula.

ENG 517 - Writing About Nature (3)

Reading and practice of nature writing; discussion of the history of the genre and survey of the chief practitioners, including deCrevecoeur, Emerson, Thoreau, Abbey, McPhee, LaBastille, Dillard, Carson and Berry.

ENG 533 - Mohawk Valley Writing Project Summer Institute (3 to 6)

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

ENG 547 - Narrative of Disability (3)

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. Prerequisite(s); if any: ENG 102. Same as HLS 547.

ENG 567 - Approaches to Shakespeare (3)

Introduction to critical and theoretical approaches to the plays of Shakespeare and the culture in which he wrote.

ENG 587 - American Supernatural Literature (3)

Examines cultural and personal reasons why realists at the turn of the twentieth century, including Twain, James, and Wharton, also wrote supernatural literature, realism's opposite.

ENG 590 - Independent Study (0 to 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. May be repeated twice, if topics differ.

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 to 6)

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

Fine Arts

FIA 690 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the students. Admission by consent of supervising discipline and the academic school.

Finance

FIN 533 - Corporate Finance (3)

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

FIN 601 - Advanced Financial Management (3)

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

FIN 613 - Advanced Corporate Finance (3)

This course examines strategic financial decisions made by corporations and individuals. Financial models for valuing stocks, bonds, and derivative instruments such as options, forwards, futures, swaps will be analyzed to provide an infrastructure for making strategic financial decisions. Capital budgeting, project evaluation, working capital management, credit policy, debt policy, dividend policy, leasing policy, growth policy, and compensation policy will be analyzed.

Gerontology

AGE 503 - Perspectives in Gerontology (3)

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

AGE 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.

AGE 603 - Public Health Care Policies of Aging (3)

The course explores current health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

AGE 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.

AGE 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.

AGE 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.

AGE 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.

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 to 6)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean.

GOL 600 - Special Topics in Geology (3)

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

Government

GOV 500 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. Vary from year to year.

GOV 561 - International Relations & Cyberspace (3)

Examination of various aspects of cyber conflicts in the context of international relations theories and practices.

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.

Healthcare Advocacy and Navigation

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

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

HAN 524 - Patient's Perspective of Illness (3)

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

HAN 534 - Strategies of Influence and Negotiation (3)

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

HAN 544 - Study of Disease and Illness States (3)

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

HAN 554 - Health Care Policy (3)

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

HAN 564 - Advanced Topics in Health Care Policy (3)

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

HAN 574 - Marketing Strategies and Techniques (3)

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

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

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

Health Care Administration

HCA 516 - Community Health Management (3)

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

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

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

HCA 525 - Organizational Leadership (3)

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

HCA 526 - Cultural Competency for Health Care Leaders (3)

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

HCA 527 - Ethical and Legal Issues (3)

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

HCA 531 - Leadership in Marketing and Strategic Planning (3)

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

HCA 536 - Leading Health Care Prevention and Wellness (3)

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

HCA 546 - Population Health Care Delivery (3)

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

HCA 612 - Advanced Seminar (3)

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

HCA 613 - The Health Care Administrator Leader (3)

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

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

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

HCA 615 - Human Resources Management (3)

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

HCA 616 - Organization Dev and Change (3)

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

HCA 621 - Nursing Home Administration (3)

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

HCA 627 - Health Informatics (3)

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

HCA 631 - International Health Care Systems (3)

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

HCA 645 - Clinical Research (3)

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

HCA 651 - Capstone Design & Development (3)

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

HCA 652 - Capstone Completion (2)

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

HCA 675 - Capstone Project (3)

The capstone project for Health Care Administration (HCA) is a project paper designed for students to reflect upon and illustrate their competency as a health care administrator. The culminating project can consist of an internship, research, or program improvement report. Prerequisite(s); if any: Completion of all required HCA program coursework.

HCA 799 - Capstone Project (5)

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

History

HIS 500 - Select Topics: History (3)

Topics in various aspects of history. May vary from year to year.

HIS 504 - The American Revolution (3)

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

HIS 515 - The African American Experience (3)

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

HIS 516 - Public History (3)

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

HIS 517 - National and Ethnic Identity in Europe (3)

Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 - Historiography (3)

Introduction to modern historiography.

HIS 525 - Ancient Cities (3)

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

HIS 527 - Religion in the Ancient World (3)

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

HIS 547 - Japanese Imperialism and the Pacific War (3)

Japanese imperialism from 1895-1945 Modernization, expansion, the Sino-Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Meets with HIS 345.

HIS 564 - Ancient Greece and Rome (3)

This course explores Greek and Roman foundations of Western Civilization. The course will explain the Greek and Roman legacies that shaped Western politics, religion, philosophy, culture, and society. Meets with HIS 364.

HIS 590 - Independent Study (0 to 6)

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

HIS 600 - Selected Topics (3)

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

HIS 619 - Readings in African-American History (3)

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

HIS 656 - Guided History Research (3)

Substantial piece of original research written to professional standards required. Same as History 456. Prerequisite(s); if any: Graduate level standing.

HIS 690 - Independent Study (0 to 6)

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

Health Studies

HLS 547 - Narrative of Disability (3)

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. Prerequisite(s); if any: ENG 102. Same as ENG 547.

Human Rights

HRA 500 - Select Topics: Human Rights Advocacy (3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

HRA 664 - International Protection of Human Rights (3)

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

Humanities

HUM 503 - Museum (3)

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

HUM 600 - Humanities Seminar (3)

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

Liberal Studies

LST 500 - Select Topics: Liberal Studies (0 to 3)

Topics in various aspects of Liberal Studies. May vary from year to year.

LST 503 - Graduate Liberal Studies Seminar (1)

Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 540 - Contemporary Topics in Science (3)

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

LST 600 - Selected Topics (3)

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

LST 603 - Introduction to Interdisciplinary Research (3)

Reading and designing research that looks across disciplinary boundaries, combining methods and addressing questions from multiple perspectives.

LST 604 - Graduate Liberal Studies Seminar (3)

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

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

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

LST 640 - Contemporary Issues in Science (3)

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

LST 690 - Independent Study (1 to 6)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean.

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.

Math

MAT 500 - Select Topics: Mathematics (3)

Topics in various aspects of mathematics. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

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 to 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 to 6)

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

Management

FIN 585 - Health Care Financial Management (3)

The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future. Prerequisite(s); if any: ACC 506 or permission of instructor.

MGT 501 - Management and Marketing (3)

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

MGT 531 - Leadership in Marketing and Strategic Planning (3)

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

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

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

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

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

MGT 610 - Core Topics in Management (3)

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

MGT 615 - Human Resources Management (3)

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

MGT 617 - Corporate Ethics (3)

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

MGT 619 - Strategic Management and Leadership (3)

Case study based course focused on developing skills in strategic competitive analysis, assessing business risk, effective implementation and execution of strategies, and developing an effective leadership style based on current theories and research. Prerequisite(s); if any: MGT 601 & MGT 602.

MGT 995 - Residency (0)

Nursing

NUR 588 - Org Lead & Role Devel APN (3)

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

NUR 603 - Quality Improvement and Safety in Health Care (3)

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

NUR 604 - Advanced Pathophysiology (3)

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

NUR 607 - Curriculum Development and Implementation (3)

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

NUR 608 - Epidemiology and Population Health (3)

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

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

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

NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)

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

NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)

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

NUR 613 - Health Policy and Advocacy (2)

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

NUR 614 - Stat Analysis and Scholarly Inquiry (3)

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

Prerequisite(s); if any: Prerequisite(s): NUR 609

NUR 615 - Advanced Pharmacology (3)

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

NUR 616 - Advanced Pharmacology II (2)

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

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

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

NUR 618 - Test Construction and Analysis (3)

This course introduces assessment as it relates to item writing, exam formulation, and evaluation of exam reliability and validity in nursing education. Concepts related to learning, psychometrics and student evaluation will be emphasized. Prerequisite(s); if any: Prerequisite(s): NUR 607

NUR 621 - Health Promotion and Primary Care I (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is on development and prevention screening, age specific health management, vaccines, skin, EENT, and

dental health. The student will complete 180 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 615 and NUR 612.

NUR 622 - Health Promotion and Primary Care II (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is gender health, screening and the health management of childbearing individuals. The student will complete 180 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 621

NUR 623 - Assessment and Evaluation in Nursing Education (3)

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

NUR 624 - Teaching Learning Practicum (1, 2)

This course will examine and implement the nurse educator role in the relation to academia, health care organizations and the profession of nursing. The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 617 and NUR 623

NUR 625 - Health Promotion and Primary Care III (6)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is to develop clinical decision making to screen for and manage chronic illnesses: anemia, COPD, asthma, diabetes and hypertension. The student will complete 180 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 622

NUR 627 - Organizations Theory and Management (3)

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

NUR 628 - Innov Lead in Health Care (3)

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

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

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

This course provides an observed leadership practicum with an experienced nurse leader. This course builds on the knowledge of organizational leadership and quality improvement. The student will integrate advanced knowledge and skills into practical applications in the role of nurse leader. The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 631

NUR 633 - Health Care Finance and Budgeting (3)

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

NUR 634 - Nurse Practitioner Culminating Seminar (2)

This course prepares students in the Family Nurse Practitioner (FNP) track to summarize, evaluate, and integrate their experiences as they transition from Registered Nurse (RN) to entry level Advanced Practice Nurse (APN). The focus of this course is placed on practice issues in diverse healthcare settings, job negotiation strategies, exploring collaboration with a review of state licensure, national certification and federal reimbursement mandates. A comprehensive exam will be given in this course. Prerequisite(s); if any: Prerequisite(s): NUR 626

NUR 637 - Mediation, Conflict Resolution, and Negotiation (3)

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

NUR 995 - Nurse Practitioner Skills Residency (0)

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

Occupational Therapy

OCT 500 - Select Topics: Health (1 to 3)

Topics relevant and timely to the provision of services aimed at promoting health and enhancing quality of life.

OCT 505 - Theoretical Basis of Occupational Therapy (3)

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

OCT 506 - Human Occupations (3)

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

OCT 521 - Documentation in Practice (1)

The focus of this course will be on terminology, format, and guidelines for documentation of occupational therapy services. Co-requisite(s): OCT 548 and

OCT 525 - Fundamentals of Transformative Learning (2)

Students will learn the principles of transformative learning in order to apply them to their educational experiences within the occupational therapy program. Students will be provided with an overview of evidence-based practice and research traditions within occupational therapy so that such evidence can be integrated into those transformative learning experiences. Co-requisite(s): OCT 573.

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

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

OCT 527 - Case-Informed Discussion: Adults (2)

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

OCT 543 - Fieldwork Level IA Prep (0)

Students will gain knowledge and skills in preparation for their first level I experience.

OCT 548 - Foundations of Occupational Therapy Research (1)

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

OCT 549 - Research Seminar I (1)

Students will gain proficiency in basic research skills including proposal development and data collection. Co-requisite(s): OCT 548.

OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (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 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)

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 553 - Fieldwork Level IA (1)

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

OCT 561 - Professional Roles: Development (3)

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

OCT 567 - Fieldwork Level IIA Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience.

OCT 568 - Occupational Therapy Research Analysis and Integration (2)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 525. Co-requisite(s): OCT 549.

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

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

OCT 572 - Occupational Performance: Adults (0,4)

Role of occupational therapy with adults older than 40 years of age; evaluation and intervention. Co-requisite(s): OCT 527.

OCT 573 - Fundamentals of Occupational Therapy Practice I (2)

Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation. Co-requisite(s): OCT 525.

OCT 574 - Fundamentals of Occupational Therapy II (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with a variety of clients within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to advanced intervention approaches. Competency in basic skills is assured in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 573

OCT 601 - Occupational Performance: Children (0,4)

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

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

Emphasis on best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical analysis of literature and creation of personal perspective on practice with children.

OCT 604 - Case-Informed Discussion: Children (2)

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

OCT 605 - Fundamentals of Occupational Therapy III (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with children, their families, and other involved professionals within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to intervention approaches appropriate for children. Competency in basic skills is assumed but will be reinforced and applied to more complex situations in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 574

OCT 615 - Synthesis: Theory to Practice (2)

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

OCT 622 - Writing for the Profession (2)

Students will engage in writing for various venues and purposes, understanding the role of the audience when selecting the style and format of their writing. Prerequisite(s); if any: OCT 521.

OCT 623 - Fieldwork Level IB Preparation (0)

Students will gain knowledge and skills in preparation for their first level I experience with children.

OCT 633 - Fieldwork Level IB (1)

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

OCT 637 - Occupational Therapy Manager (3)

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

OCT 648 - Occupational Therapy Research Analysis and Integration (1)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 548 and OCT 549. Co-requisite(s): OCT 649.

OCT 649 - Research Seminar II (1)

Students will gain proficiency on advanced literature searching and critical reading with the goal of producing a systematic review that will address a practice/research question. Prerequisite(s); if any: OCT 548 and OCT 549. Co-requisite(s): OCT 648.

OCT 651 - Fieldwork Level IIB Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience with children.

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. 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. 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. 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 to 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 658 - Fieldwork Level IID (1 to 6)

Level II fieldwork of up to 6 weeks in an approved fieldwork setting. Graded on a pass/fail basis. May be repeated for credit.

OCT 663 - Advanced Professional Roles (3)

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

OCT 668 - OT Research Dissemination (2)

Students will gain proficiency in the skills necessary for both the oral and written dissemination of research findings. Prerequisite(s); if any: OCT 548, OCT 549, OCT 648 and OCT 649. Co-requisite(s): OCT 669.

OCT 669 - Research Seminar III (2)

Completion of approved research project under faculty sponsorship. Prerequisite(s); if any: OCT 548

OCT 673 - Interprofessional Practice (1)

Students will gain the knowledge and skills needed to practice interprofessionally in a variety of settings.

Philosophy

PHI 503 - Environmental Ethics (3)

Topics covered include the relationship between environmental and traditional ethics, the nature of value, and interconnectedness in ethics and nature.

PHI 504 - Evolution and its Discontents (3)

An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

PHI 586 - Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 386

PHI 655 - Cyber Ethics (3)

This course examines how various classical theorists have interpreted the concept of morality and how these interpretations apply to cyber conflict, cyber ethics, and the use of technology more generally.

Physical Therapy

PHT 701 - Foundations of Autonomous Practice (2,3)

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

PHT 712 - Prevention and Wellness (2,3)

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

PHT 721 - Diagnostic Imaging I (2)

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

PHT 722 - Diagnostic Imaging II (2)

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

PHT 723 - Pharmacology and Pathophysiology I (2)

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

PHT 724 - Pharmacology and Pathophysiology II (2)

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

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(s); if any: 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(s); if any: 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(s); if any: 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(s); if any: 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(s); if any: PHT 812.

PHT 816 - Practicum (1 to 6)

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

PHT 995 - Residency (0)

Physics

PHY 503 - The History of Physics (3)

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

PHY 517 - Principles of Physical Science (3)

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

PHY 590 - Independent Study (0 to 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 to 6)

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

Psychology

PSY 507 - Psychology and the Visual Arts (3)

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

PSY 560L - Health Care in Developing Regions: Tanzania Practicum (0)

Health Care in Developing Regions courses are designed for those who are interested in how less developed nations approach health care challenges (seminars) and in experiencing those approaches first hand (practica). Students will experience the geopolitical setting, population, and institutions of the area with an emphasis on health care. Prerequisite(s); if any: PSY/ANT 303/503 or application and permission of instructors.

PSY 604 - Child and Adolescent Development: Implications for Educators (3)

Developmental theory, principles, and research and their application to the effective education of diverse student populations. Twenty hours of field work required.

Psychology Child Life

PCL 503 - Introduction to Child Life Specialty (3)

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

PCL 504 - Social and Historical Context of Child Life (2)

This course provides a comprehensive review of the field of child life, including a historical perspective of the care of children in healthcare, the origins of child life, its growth as an organized profession, the current state of psych-social care in healthcare, and opportunities and possibilities for the future.

PCL 507 - Child Life Practicum (3)

This course will consist of a minimum of 100 hours of volunteer assistance in a hospital under the direction of a Certified Child Life Specialist to gain practical experience working with children and adolescents with healthcare needs. Coursework includes written work and the evaluation of student performance in the hospital setting. Prerequisite(s); if any: PCL 503

PCL 609 - Advanced Research Methods (3)

This course addresses principles of evidence-based practice and provides the basis for exploring research designs for evaluation of prevention/intervention programs in Child Life Specialty and children's healthcare using univariate and multivariate analyses.

PCL 623 - Therapeutic Play Techniques (3)

This course introduces empirically-based therapeutic play techniques for children and adolescents coping with health concerns. Topics for this course include age-appropriate strategies and therapeutic activities based on principles of play to support children and adolescents who are coping with issues related to separation anxiety, self-esteem, body image, death, isolation and pain.

PCL 624 - Psycho-Social Care of Hospitalized Children & Adolescents (3)

This course focuses on young people's reactions to hospitalization at each stage of their development and the interventions initiated by child life specialists and other healthcare professionals to reduce the stress of hospitalization. Topics include the role of parents, how to prepare young patients for hospital admission and medical procedures, and how to plan and conduct therapeutic play and recreation programs in the hospital setting. Prerequisite(s); if any: PCL 623

PCL 627 - Grief & Mourning: Support Systems and Practices (3)

This course provides an introduction to current issues and research related to palliative care, grief, loss, and bereavement as it impacts children, adolescents, and their families. Concepts of bereavement, grief and loss as they relate to children, adolescents, siblings, and parents across various cultural contexts will be examined. Current clinical techniques and coping strategies will be explored.

PCL 628 - Public Policy & Advocacy in Children's Healthcare (3)

This course provides an overview of current issues impacting children's rights and health. This course will focus on the influence of public policy on children's rights and health at the federal, state, and local levels. Students will develop the knowledge and skills to analyze, communicate, and advocate for children's healthcare policy issues and support families in their advocacy efforts.

PCL 633 - Family Systems: Theory and Practice (3)

This course will examine theories regarding the family as a system. Characteristics that represent the range of family systems will be explored, and characteristics that differentiate functional from dysfunctional families will be analyzed. Implications for practice in the field of children's healthcare will be explored.

PCL 668 - Internship Preparation (1)

This course provides explicit preparation for students' internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, child abuse training, and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Prerequisite(s); if any: PCL 507

PCL 670 - Child Life Internship (9)

Supervised experience of a minimum 600 hours in a hospital or other health care facility to seek certification as a child life specialist, or a community agency working with children and/or adolescents affiliated with the program. Written work, project, and periodic evaluations. Co-requisite(s): PCL 673

PCL 673 - Professional Development and Leadership Seminar (0)

This course is the culminating academic experience, taken concurrently with the Child Life Internship, concluding with a position paper on a current issue in healthcare/child life studies completed under the supervision of a professor concurrent to the Child Life Internship. Issues such as current health care practice, collaborative decision-making, and supporting families with children who have medical complexity are considered. Permission of director chair required. Co-requisite(s): PCL 670

Risk Management

RMI 610 - Insurance and Risk Management for Today's Professional (3)

This course provides an overview and introduction to different types of non-speculative risks faced by businesses and individuals, and how we identify, measure, control and mitigate those risks. Prerequisite(s); if any: BUS 652.

RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)

This course provides a view of P/C insurance and risk management issues for both commercial concerns and the individual or family. The course will analyze, compare, and contrast P/C issues of businesses and individuals. Prerequisite(s); if any: BUS 652.

RMI 630 - Insuring and Managing Risk for the Person (3)

The course will explore the many risk management and insurance issues individuals must deal with in today's world. Life and health insurance, disability income insurance, retirement, investment and financial planning are covered. Prerequisite(s); if any: BUS 652.

RMI 640 - Managing Risk Across the Enterprise (3)

ERM is the process firms use to identify, measure, manage, and disclose the key risks. This course explores the theory and process of identifying risks and their impact on the value of the firm. Prerequisite(s); if any: BUS 652.

Sociology

SOC 537 - Science & Social Power (3)

Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production & maintenance of inequality. Seminar format. Prerequisite(s); if any: 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. One of the following: ANT 101, SOC 151, SOC 252, or permission of instructor.

SOC 555 - Community and Social Change (3)

This course is an analysis of the challenges and opportunities facing American communities. Topics of discussion include urban growth, structure, segregation, and basic economic and social processes found in cities. Analysis of census data and basic Geographic Information System (GIS) and data visualization practices and their application in policy environments are also explored.

SOC 563 - Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

SOC 565 - Demography (3)

Demography is the study of human population size, growth, density and change. The major focus of the course is on fertility, mortality, and migration patterns at the national level. A comparative perspective allows analysis of various demographic variables.

SOC 600 - Special Topics (3)

How cities are structured and how they function; what it is like to live in an urban setting; problems faced by urban places and how they are addressed. Will also examine different urban settings.

SOC 690 - Thesis (3)

The thesis project is a research project that involves the student conducting the full research process, from selecting a topic, preparing a literature review, to collecting and analyzing data, and completing a discussion and conclusion. Students who are interested in completing a Ph.D. program may be best served by enrolling in this course.

Spanish

SPA 500 - Immersion Spanish (3)***SPA 590 - Spanish Culture Research Paper (3)***

SPA 604 - Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and thorough review of Spanish grammar. Conducted in Spanish. Prerequisite(s); if any: SPA 202 and permission of instructor.

SPA 690 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean.

Utica College Course***UCC 501 - College Elective (1 to 9)******UCC 560 - Experience Credit (1 to 6)***

Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Repeatable, but may not exceed one-quarter of the total hours required for the degree. Advance permission required.

UCC 580 - International Course: Immersion Spanish (3)***UCC 590 - Independent Study (1 to 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 to 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.

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Director, Opportunity Programs

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Director, Student Health Center

Scott Nonemaker

Executive Director of Student Living and College Engagement

Physical Education and Athletics

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Director of Physical Education and Athletics

James Murnane

Associate Director of Athletics

Gil Burgmaster

Aris Bird, M.S.

Head Coach, Volleyball

Eileen F. Blumenauer, M.Ed.

Head Coach, Women's Soccer

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Head Coach, Women's Ice Hockey and Golf

Richard Sean Coffey, M.S.

Head Coach, Men's Basketball

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Senior Women's Administrator, Head Coach, Women's Basketball

Blaise Faggiano, M.Ed.

Head Coach, Football

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Nicole D. Kieffer, B.S.

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Brian L. Marcantonio, B.A.

Head Coach, Men's Soccer and Golf

Erin Massoud, B.A.

Aquatics Director, Head Coach, Swimming and Diving and Water Polo

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Head Coach, Baseball

Patrick Mineo

Head Coach, Softball

John C. Nigro

Head Coach, Tennis

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Kristen St. Hillaire, B.S.

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Director of Academic Business Development

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Vice President for Student Affairs and Enrollment Management

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Assistant Vice President for Enrollment Management

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Andrew Beakman	<i>Vice President for Legal Affairs and General Counsel</i>
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Walter DeSocio	Mary Lee Seibert
John Ford	James Spartano
Todd Hutton	R. Barry White
Kenneth Kelly	Robert Woods

Emergency Management

Shad M. Crow

Robert H. Cross Jr., B.T.

Wayne Sullivan

Director, Emergency Management

Director, Environmental Health and Conservation

Director Campus Safety

Faculty

Full-time Faculty

Lawrence R. Aaronson

B.S. Florida State University

Ph.D. Rutgers University

*Professor of Biology, 1987**

Crisafulli Distinguished Teaching Award, 1996

Clark Award, 1997

Harold T. Clark Jr. Professor of Microbiology, 2010

Claudette Abounader, R.N., A.N.P.

A.A.S. Mohawk Valley Community College

B.S., M.S. Syracuse University

Assistant Professor of Nursing, 2002

Timothy Abraham

B.S. University of Illinois at Chicago

M.S. University of Illinois at Urbana

Assistant Professor of Wellness & Adventure Education, 2017

Civita Allard, R.N.

B.S. SUNY Utica

M.S. Russell Sage College

Associate Professor of Nursing, 2009

Atasi Basu

B.Sc. University, Baroda, India

M.Stat. Indian Statistical Institute, Kolkata, India

Ph.D. Indian Statistical Institute, Kolkata, India

Ph.D. Syracuse University

Associate Professor of Accounting, 2005

Annette Becker, R.N.

B.S. Hartwick University

M.S. SUNY, Binghamton DNS, Sage College

Associate Professor of Nursing, 2006

Hossein Behforooz

B.S. Tehran University

M.S. Institute of Mathematics, Teachers Training

University

M.S., Ph.D. Brunel, University of West London

Professor of Mathematics, 1987

Clark Award, 2005

Melanie Blanden

MPIL Syracuse Uiveristy

Assistant Professor of Biochemistry, 2017

Helen Blouet

B.A. College of William and Mary

M.A., Ph.D. Syracuse University

Associate Professor of Anthropology, 2009

Michelle Boucher

B.A. Case Western University

B.S. Case Western University

Ph.D. Case Western Reserve University

Associate Professor of Chemistry, 2005

Crisafulli Distinguished Teaching Award, 2014

James C. Brown

B.S. Utica College

M.S. Sage Graduate School

Ed.D. University of Phoenix

Assistant Professor of Criminal Justice, 2005

Jessica Brown

B.A., Canisius College

Ph.D. University at Albany

Assistant Professor of Sociology, 2012

Catherine Brownell, R.N.

B.S. SUNY Institute of Technology

M.S. Syracuse University

Ph.D. Binghamton University

Associate Professor of Nursing, 2004

Bryant W. Buchanan

B.S. University of Southern Mississippi

M.S., Ph.D. University of Louisiana-Lafayette

Professor of Biology, 2001

Ronny Bull

B.S. SUNY Institute of Technology
 M.S. SUNY Institute of Technology
 Ph.D. Clarkson University
Assistant Professor of Computer Science, 2015

Elizabeth Burback

B.A. LeMoyne College
 M.S. Rochester Institute of Technology
Assistant Professor of Public Relations and Digital Marketing, 2010

Paula D. Carey, O.T.D., OTR/L

B.S. Utica College
 M.S. Syracuse University
 O.T.D. Chatham University
Associate Professor of Occupational Therapy, 1987

Andrew Carr

B.S. Utica College
 M.S. Utica College
Professor of Practice-Cybersecurity, 2011

Sherri Goldstein Cash

B.S. SUNY Buffalo
 M.S. University of Arizona
 Ph.D. University of Arizona
Associate Professor of History, 2002

David Chanatry

B.A. Hamilton College
 M.S. Syracuse University
Associate Professor of Journalism, 2003

Kyung-Seok Choo

B.A. Korea Maritime University
 M.S. Northeastern University
 Ph.D. Rutgers University at New Brunswick
Associate Professor of Criminal Justice & Economic Crime, 2001

Harry R. Cooper

B.A. University of Pittsburgh
 M.S. University of Pittsburgh
 M.S. Utica College
Professor of Practice-Cybersecurity, 2013

Leslie Corbo

B.S. Utica College
 M.S. Utica College
 M.S. Baker College at Flint
Assistant Professor of Cybersecurity, 2012

John D. Cormican

B.A., M.A. Ball State University
 Ph.D. University of Michigan
 M.S.W. Syracuse University
Professor of English, 1974
Crisafulli Distinguished Teacher Award, 2010

Ralph Craig

B.S. Presbyterian College
 M.S. North Carolina State University
Assistant Professor of Mathematics, 2006

Thomas A. Crist

B.A. Rutgers University
 M.A. University of South Carolina
 M.A., Ph.D. Temple University
Professor of Physical Therapy, 2001
Clark Award, 2012

Daniel Cruz

B.A. Goshen College
 M.A. Northern Illinois University
 Ph.D. Northern Illinois University
Associate Professor of English, 2013

Jamie L. Cuda

Ed.D. St. John Fisher College
Assistant Professor of HCA, 2017

Kathleen Cullen

B.S. New York College at Oswego
 M.S. New York College at Oswego
Assistant Professor of Education, 2013

Linda M. Culyer, R.N., A.N.P.

B.S., M.S. State University of New York
 Institute of Technology, Utica/Rome
 A.N.P. Syracuse University
Assistant Professor of Nursing, 2008

Linda S. Dake

B.A. Whitman College, WA
 M.S. Washington State University,
 Ph.D. University of Maine
Associate Professor of Physics, 2002

Lawrence H. Day

B.A.Sc. University of Toronto
 M.S. University of Wisconsin-Madison
 Ph.D. McGill University
Associate Professor of Physics, 1989
Crisafulli Distinguished Teaching Award, 2009

Maria DeGiglio

B.A. Cornell University
 M.A. Sarah Lawrence College
Professor of Practice for Health Care Advocacy and Navigation, 2014

Jason R. Denman

B.A. University of California, Davis
 M.A., Ph.D. University of California, Irvine
Professor of English, 2004

Peter DeSimone

B.A. Grand Valley State University
 M.A. The Ohio State University
 Ph.D. The Ohio State University
Associate Professor of History, 2012

Thomas Diana

B.S. Utica College
 M.S. Syracuse University
 Ph.D. Syracuse University
Associate Professor of Education, 2005

Sandra B. Dimeo, O.T.R.

B.S. Utica College
 M.S. State University of New York at Cortland
Associate Professor of Health Studies, 1992
Crisafulli Distinguished Teaching Award, 2002

Donna M. Dolansky

B.S. Boston College
 M.B.A. Utica College
Professor of Practice-Accounting, 2016

Carol A. Downing

B.A., M.A. University of Dayton
 Ph.D. Ohio University
Assistant Professor of Communication Arts, 1985
Crisafulli Distinguished Teaching Award, 1992

David Dubbelde

B.S. Texas A&M University
 M.Ed., M.S. Texas A&M University
 Ph.D. Texas A&M University
Professor of Practice, Construction Management, 2008

Erin M. Dupree

M.Sc. SUNY Update Mediical University
Professor of Practice- Nursing, 2012

Ashraf Elazzazi, P.T.

B.S. School of Physical Therapy, Cairo University
 M.S. Texas Woman's University

Ph.D. Texas Woman's University
Associate Professor of Physical Therapy, 2005

Ashraf Elmarakby

B.S. Cairo University, Egypt
 M.S. Cairo University, Egypt
 D.P.T. Cairo University, Egypt
Assistant Professor Physical Therapy, 2014

Brad A. Emmons

B.A. Albion College
 Ph.D. Indiana University
Associate Professor of Mathematics, 2003

Deanna Errico

B.S. State University of New York
 M.S. Ed Alfred University
 M.P.T. Clarkson University
 tD.P.T. Simmons College
Assistant Professor of Physical Therapy, 2012

Richard G. Fenner

B.A., M.B.A. Cornell University
 M.A., Ph.D. Syracuse University
Associate Professor of Economics, 1989
Crisafulli Distinguished Teaching Award, 2008

Samuel E. Ferrara

Ph.D. Albany State University
Professor of Practice- Management & Strategy, 2017

Leonore Fleming

B.A. Bucknell University
 M.S. Duke University
 Ph.D. Duke University
Associate Professor of Philosophy, 2013

Megan Foster

B.A. State University of New York at Geneseo
 M.S. Buffalo State College
 Ph.D. University of Buffalo
Assistant Professor of Special Education, 2014

Linnea E. Franits, O.T.R.

B.S., M.A. New York University
Associate Professor of Occupational Therapy, 1994

Joseph Giordano

A.A. Herkimer County Community College
 B.S. Utica College
 M.S. Education, Syracuse University
Professor of Practice, Cybersecurity, 2009

Austin Givens

B.A. University of Virginia
 M.A. Virginia Commonwealth University
 Ph.D. Kings College- London
Assistant Professor of Cybersecurity, 2014.

Elizabeth B. Gleasman, R.N., F.N.P.-C.

B.S.N. University of Rochester
 M.S. Syracuse University
Associate Professor of Nursing, 1985

Maxim Gorbachevsky

B.A. World Education Services
 M.S. Utica College
Professor of Practice- Cybersecurity, 2014

Candace T. Grant

B.S. Queens University
 M.B.A. Royal Roads University
 Ph.D. De Montfort University
Associate Professor and Associate Dean of Academics for the School of Business and Justice Studies

Kyle D. Green

M.A. University of Minnesota at Crookston
 Ph.D. University of Minnesota at Crookston
Assistant Professor of Sociology, 2015

Donna M. Gregory

B.A. Ithaca College
 B.S.N. SUNY at Binghamton
 M.S. Old Dominion University
 D.N.P. Old Dominion University
Assistant Professor of Nursing, 2010

David M. Habbel

B.S. State University of New York College at Brockport
 M.A., Ph.D. State University of New York at Buffalo
Associate Professor of Communication Arts, 1987

Patrice W. Hallock

B.S. State University College
 M.S. Plymouth State College
 Ph.D. University of New Hampshire
Professor of Education, 2004

Glen Hansen

B.S., M.B.A. Brigham Young University
 M.S., Ph.D. University of Rochester
Associate Professor of Accounting, 2010

Clemmie L. Harris

Ph.D. University of Pennsylvania
Assistant Professor of History, 2017

Amy B. Haver, R.N.

B.S. Utica College
 M.S. Binghamton University
Assistant Professor of Nursing

Molly H. Hickey, P.T.

B.A. State University of New York at Buffalo
 M.P.T. Temple University
 D.P.T. Temple University
Associate Professor of Physical Therapy, 2001

Nancy R. Hollins, O.T.R.

B.S. University of Minnesota
 M.S. Syracuse University
 Ph.D. Syracuse University
Professor of Occupational Therapy, 1987
Crisafulli Distinguished Teaching Award, 2013

Zhaodan Huang

B.A. Renmin University of China
 M.A. University of Saskatchewan
 Ph.D. West Virginia University
Professor of Finance, 2004

Bernard L. Hyman Jr.

B.S. Utica College of Syracuse University
 J.D. Syracuse University College of Law
Professor of Practice - Economic Crime Investigation, 2014

Sharon L. Kanfoush

B.S. Long Island University at Southampton College
 M.S. State University of New York College at Buffalo
 Ph.D. University of Florida
Professor of Geology, 2002

Jung Yeop Kim

B.S. Sungkyunkwan University
 M.S. South Dakota State University
 Ph.D. University of Wyoming
Associate Professor of Computer Science, 2005

Annemarie Kinsella

A.A.S., Maria Regina College
 B.S., Utica College
 M.S., New School for Social Research
Assistant Professor of Occupational Therapy, 2012

Laurah E. Klepinger

M.A. Syracuse University
 Ph.D. Syracuse University
Assistant Professor of Anthropology, 2016

Jennifer A. Klimek-Yingling

Ph.D. Rutgers University at New Brunswick
Assistant Professor of Nursing, 2017

Krista Krause

B.S. Binghamton University
 M.S. Upstate University School of Nursing
Professor of Practice - Nursing, 2014

Tyson C. Kreiger

B.S. Northern Arizona University
 M.S., Ph.D. Arizona State University
Associate Professor of Psychology, 2010

Daniel B. Kurtz

B.S. St. Lawrence University
 Ph.D. Upstate Medical College
Associate Professor of Biology, 2003

Jun Kwon

B.A. Chungbuk National University
 M.A. Cornell University
 Ph.D. University of Georgia
Assistant Professor of Government and Politics, 2014

Ronald E. LaBella

B.A. Utica College
 M.S. Syracuse University
Associate Professor of Computer Science, 1982

Gary Leising

B.A. University of Dayton, Ohio
 M.F.A. University of South Carolina
 Ph.D. University of Cincinnati
Professor of English, 2005

Amy E. Lindsey

B.S. University of Pittsburgh at Bradford
 M.Ed. University of Pittsburgh
 Ph.D. Vanderbilt University
Associate Professor of Psychology, 2004

Jeffrey A. Lombardo

Ph.D. Dartmouth College
Assistant Professor of Biology, 2017

Michael J. Losinger

B.S. Loyola University at Maryland
 Ph.D. SUNY at Binghamton
Assistant Professor of Biology, 2016

Laura E. Love

B.A. Ohio State University at Columbus
Professor of Practice- Nursing, 2018

Cynthia Love-Williams, R.N.

B.S.N. Mississippi University
 M.S. Wright State University
Assistant Professor of Nursing, 2009

Arlene R. Lundquist

B.A. University of North Carolina at Greensboro
 M.A.Ed. Wake Forest University
 Ph.D. University of Wisconsin at Madison
Associate Professor of Psychology, 2000

Suzanne Lynch

B.S. Wayne State University
 M.S. Utica College
Professor of Practice, Economic Crime, 2010

Paul MacArthur

B.A. SUNY Oswego
 M.P.S. Syracuse University
Professor of Public Relations, 2006

Aaron Mallace

BA Alfred University
 M.S. Ithaca College
Assistant Professor of Health Studies, 2013

Sauna Malta, P.T.

B.S. Russell Sage College
 M.S. Elmira College
 D.P.T. Utica College
Professor of Physical Therapy, 2000
Award for Excellence in Academic Advising, 2004

Samantha Marocco, P.T.

B.S. Russell Sage College
 M.S. Clarkson University
 D.P.T. Russell Sage College
Assistant Professor of Physical Therapy, 2009

Michael B. McCarthy

M.A. University of North Carolina at Greensboro
 Ph.D. University of North Carolina at Greensboro
Assistant Professor of Sociology and Program Director for Data Science, 2017

Thomas M. McCarthy

B.S. Binghamton University
 M.S. University of West Florida
 Ph.D. University of Kentucky
Professor of Biology, 2004

Denise McVay, P.T.

B.S. Marietta College
 B.S., M.S. D'Youville College

D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009

Christopher M. Melenovsky
 M.A. University of Pennsylvania
 Ph.D. University of Pennsylvania
Assistant Professor of Philosophy, 2016

Jeffrey A. Miller
 B.A., M.A., Ph.D. State University of New York at Buffalo
Associate Professor of Communication Arts, 1997

James H. Monahan
 M.S. SUNY Polytechnic Institute
Professor of Practice- Nursing, 2016

Wendy Moore
 M.S. SUNY Polytechnic Institute
Assistant Professor of Nursing, 2017

Margaret J. Morgan-Davie
 B.A. Oberlin College and Conservatory
 M.A. Cornell University
 Ph.D. Cornell University
Assistant Professor of Economics, 2005

Gabriele R. Moriello
 B.S. Ithaca College
 M.S. University of Connecticut
Associate Professor of Physical Therapy, 2015

Victoria L. Nackley, O.T.R.
 B.S. University of New Hampshire
 M.S. Syracuse University
Professor of Occupational Therapy, 2004

Denise Marie Nepveux
 B.S. University of Texas
 M.S. Washington University
 Ph.D. University of Illinois
Associate Professor of Occupational Therapy

Stephanie Nesbitt
 A.A., Cayuga Community College
 B.A., Ithaca College
 JD, University at Buffalo School of Law
 M.B.A., Syracuse University
Assistant Professor of Risk Management and Insurance, 2012

Danielle R. O'Connor
 B.S. SUNY Polytechnic Institute
 M.S. SUNY Polytechnic Institute
Professor of Practice, 2010

Natalie J. O'Neil
 B.S. Western New England University
 Ph.D. Albany State University
Assistant Professor of Chemistry, 2015

Dorothy Obernesser
 A.A. Mohawk Valley Community College
 B.A. Utica College
 M.A. Emerson College
Associate Professor of English, 2008

Lisa M. Orr
 B.A. Syracuse University
 M.A. State University of New York at Binghamton
 Ph.D. University of California, Los Angeles
Professor of English, 1997

Brett J. Orzechowski
 B.A. St. John Fisher College
 M.S. Quinnipiac University
Assistant Professor of Journalism, 2015

Tina Oyer Ponce
 M.S. Utica College
Assistant Professor of Foreign Language, 2012

Adam K. Pack
 B.S. Binghamton University
 Ph.D. State University of New York, Health Science Center at Syracuse
Professor of Biology, 2001
Clark Award, 2011

Luke Perry
 B.A. York College of Pennsylvania
 M.A., Ph.D. University of Massachusetts
Professor of Government & Politics, 2011

John Peter
 B.S., University of Michigan
 M.A., Wayne State University
 Ph.D. Wayne State University
Associate Professor of Mathematics, 2012

Raymond Philo
 M.A. Marist College
Professor of Practice- Criminal Justice, 2005

Atahualpa Pinto
 Ph.D. Syracuse University
Assistant Professor of Chemistry, 2017

Leonard Popyack
 B.S. SUNY College of Technology

M.S. SUNY Binghamton
Ph.D. Binghamton University
Professor of Practice- Cybersecurity, 2011

Terri L. Provost
B.S., M.S., Ph.D. Bowling Green State University
Professor of Biology, 2001

Curtis R. Pulliam
B.S. Western Illinois University
Ph.D. University of Wisconsin-Madison
Professor of Chemistry, 1987
Crisafulli Distinguished Teaching Award, 2012

Melissa Racioppa
B.S. Utica College
M.S. Utica College
Professor of Practice- Psychology Child-Life, 2014

Ahmed Radwan
B.S. Cairo University
M.S., Cairo University
D.P.T. Utica College
Ph.D. Cairo University
Associate Professor of Physical Therapy, 2011

Herbert E. Rau
B.S. SUNY College at Oneonta
M.B.A. Nasson College
Associate Professor of Marketing, 2006

Donald J. Rebovich
B.S. The College of New Jersey
M.A., Ph.D. Rutgers University
Professor of Criminal Justice, 2001

Jessica G. Redmond
M.S. George Washington University
Assistant Professor of Biology, 2016

Joseph Ribaudo
B.S. Allegheny College
M.S., Ph.D. University of Notre Dame
Associate Professor of Physics, 2011

Suzanne Richardson
B.A., Bard College
M.F.A., The University of New Mexico
Assistant Professor of English, 2012

Nathaniel Richmond
B.A. State University of New York at Buffalo
M.A., Ph.D. George Washington University

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

Christopher A. Riddle
B.A.H., Queen's University at Kingston,
M.A., York University
Ph.D., Queen's University at Kingston
Associate Professor of Philosophy, 2012

Angel Rivera
B.Sc. University Centroccidental "Lisandro Alvarado,"
Venezuela
M.S., Ph.D. Syracuse University
Associate Professor of Computer Science, 2005

Doreen Rogers
Assistant Professor of Nursing, 2018

Thomas A. Rossi, P.H.R.
B.S. Kings College
M.B.A. Monmouth College
Professor of Management, 1979

Laura M. Salvaggio
M.F.A. Temple University
Assistant Professor of Theatre, 2011

Sara Scanga
B.A. Drew University
Ph.D. SUNY College of Environmental Science and
Forestry
Associate Professor of Biology, 2010

James Scannell
B.A. Middlebury College
M.A. University of Virginia
Ph.D. State University of New York at Stony Brook
Associate Professor of English, 1998
Award for Excellence in Academic Advising, 2001

Victoria A. Schad
M.S. Drexel University
Professor of Practice- Nursing, 2013

David Schilling, P.T., O.C.S
B.S., D.P.T. Utica College
Assistant Professor of Physical Therapy, 2009

Adam Schoonmaker
B.A. Potsdam College
M.Sc. University of Vermont
Ph.D. State University of New York at Albany
Professor of Geophysics, 2007

John Schwoebel

B.A. Castleton State College
 Ph.D. Boston College
Assistant Professor Psychology, 2014

Mehmet Sencicek

B.Sc. University of Nevada at Reno
 Ph.D. CUNY City College
Associate Professor of Economics, 2015

Mary Siniscarco, MS, OTR/L

B.S. Utica College
 MS, SUNY Cortland
Assistant Professor of Health Studies, 2008

David Smith

A.M. Harvard University
Professor of Practice- Cybersecurity, 2014

Ellen Smith, R.N.

B.S. Saint Olaf College
 M.P.H. University of Minnesota
Assistant Professor of Nursing, 2011

Jim Smith, P.T.

B.S. Northeastern University
 M.A. University of Hartford
 D.P.T. Simmons College
Professor of Physical Therapy, 2005

R. Scott Smith

B.A. University of Rochester
 M.A., Ph.D. Duke University
Professor of Psychology, 1991

Steven M. Specht

B.S. State University of New York at Oswego
 M.A., Ph.D. State University of New York at Binghamton
Professor of Psychology, 1999

Colleen Sunderlin, O.T.R.

B.A. Ithaca College
 M.A. Tufts University School of Occupational Therapy
 Ph.D. Syracuse University
Associate Professor of Occupational Therapy, 1995

Patricia Swann

B.A. Truman State University
 M.S. Syracuse University
Professor of Public Relations, 2002

Daniel Tagliarina

M.A. University of Connecticut

Ph.D. University of Connecticut

Assistant Professor of Government, 2016

Carrie Taylor

B.S. University of Missouri-Columbia
 M.S. University of Kansas
 Ed.D. Argosy University
Assistant Professor of Wellness and Adventure Education, 2014

Alyssa Thomas

B.S. Heidelberg College
 Ph.D. Ohio University
Associate Professor of Chemistry, 2009

Jessica Thomas

B.S., Union College
 Ph.D., University of Connecticut Health Center
Associate Professor of Biology, 2012

Juan A. Thomas

B.S. Clarkson University
 M.S. University of Vermont
 M.A., Ph.D. University at Albany,
 State University of New York
 Ph.D. Massachusetts Institute of Technology
Associate Professor of Spanish, 2008

Elizabeth Threadgill

Ph.D. Texas State University
Assistant Professor of English, 2017

Christopher Tingley

D.B.A. Walden University
Assistant Professor of Marketing and Strategy, 2016

Dimitar Todorov

B.S., M.S. University of Architecture,
 Civil Engineering and Geodesy
Assistant Professor of Construction Management, 2009

Shanna VanSlyke

B.S., M.S., Ph.D. Florida State University
Associate Professor of Criminal Justice, 2010

Jo Ellen Vespo

B.A., Ph.D. State University of New York at Stony Brook
 M.A. University of Maryland
Professor of Psychology and Psychology-Child Life, 1987
Award for Excellence in Academic Advising, 2000
Clark Award, 2004

William Virkler

B.S. LeMoyne College

M.B.A. Syracuse University
Professor of Criminal Justice

Kirstin F. Walker. C.T.R.S.

B.S.E. State University of New York at Cortland
 M.S. Utica College
Assistant Professor of Therapeutic Recreation, 2001

Gregory E. Walsh

B.S., State University of New York Institute of Technology
 M.A., State University of New York, Albany
 Ed.D. Fielding Graduate University
Associate Professor of Criminal Justice, 2008

Benjamin H. Williamson

B.S. Lagrange College
 Ph.D. University of Iowa
Assistant Professor of Chemistry, 2016

Sharon E. Wise

B.S. University of Florida
 M.S., Ph.D. University of Louisiana
Professor of Biology, 2001
Crisafulli Distinguished Teaching Award, 2011

David G. Wittner

B.G.S. University of Connecticut
 M.A., Ph.D. Ohio State University
Professor of History, 2000

Emeriti and Retired Faculty

James W. Albert, P.E.

B.C.E. Clarkson College of Technology
Associate Professor of Construction Management

Mariarosa Allodi

B.S. Utica College
 M.S. Syracuse University
Associate Professor Emerita of Mathematics
Crisafulli Distinguished Teaching Award, 1988

Robert Anderson

B.A., M.A., D.S.S. Syracuse University
Professor Emeritus of Political Science and Social History

Louis Angelini

B.M. Ithaca College
 M.M., Ph.D. Eastman School of Music
Professor Emeritus of Music
Crisafulli Distinguished Teaching Award, 1989

Barbara Witucki

B.A. Hunter College, CUNY
 M.A. New York University
 M.A. Villanova University
 Ph.D. New York University
Associate Professor of English, 2002

Xiao Xiao

B.S. Zhejiang University
 M.A., Ph.D. Binghamton University
Associate Professor of Mathematics, 2011

Jennifer L. Yanowitz

B.A. SUNY, Oswego
 M.A. James Madison University
 Ph.D. University of Minnesota, Twin Cities
Associate Professor of Psychology, 2006

Linda S. Zee

B.A. Colby College
 M.A. Purdue University
 Ph.D. Indiana University
Professor of Spanish, 1997

Laurence G. Zoeckler

B.A. Hamilton College
 M.A. St. Joseph's Seminary
 M.A. Syracuse University
 Ph.D. Indiana University-Bloomington
Associate Professor of Education, 2001

Marilyn H. Baissa

B.A. Lycoming College
 M.A., Ph.D. George Washington University
Associate Professor Emerita of Government & Politics/Black Studies

Richard E. Becker

B.A. Harvard University
 M.A., Ph.D. University of Chicago
Associate Professor of History

John C. Behrens

B.S. Bowling Green State University
 M.A. Pennsylvania State University
Professor Emeritus of Public Relations/Journalism

Frank Bergmann

Neues Gymnasium Ravensburg, Germany
 M.A. University of Arkansas
 Ph.D. University of Tübingen, Germany
Professor of English and German, 1969

Walter D. Edmonds Distinguished Professor Emeritus of English and German
Crisafulli Distinguished Teaching Award, 1985
Clark Award, 1994

Alan E. Bessette

B.S. University of Vermont
 M.S. University of Oregon
 Ph.D. University of Maine at Orono
Distinguished Professor Emeritus of Biology
Clark Award, 1995
Crisafulli Distinguished Teaching Award, 2000

Joseph J. Bialek

B.S., M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

William C. Blanchfield

B.S., M.S. Rensselaer Polytechnic Institute
 Ph.D. State University of New York at Albany
Professor Emeritus of Economics, 1966

Patrick M. Boyd, M.T. (ASCP)

B.S. State University of New York at Buffalo
 M.S. Roswell Park Memorial Institute, Buffalo
 Ph.D. State University of New York at Binghamton
Associate Professor of Chemistry, 1975

Elizabeth Bradbury

B.S., Brigham Young University
 M.S., State University of New York at Albany
Assistant Professor of Education

James F. Caron

B.A. Assumption University of Windsor
 M.A., Ph.D. University of Toronto
Professor Emeritus of Philosophy

James J. Carrig

B.A., M.A. Niagara University
 Ed.D. Syracuse University
Associate Dean Emeritus

Jerome D. Cartwright

B.A. Western Michigan University
 M.A. University of Michigan
 Ph.D. University of Wisconsin
Professor Emeritus of English

Lawrence C. Cerny

B.S., M.S. Case Institute of Technology
 Ph.D. University of Ghent, Belgium
Professor Emeritus of Chemistry

Christine L. Channer

B.S. State University of New York College at Cortland
 M.S. Syracuse University
 Ph.D. Arizona State University
Associate Professor of Education

Anthony C. Checchi

B.S. State University of New York at Oswego
 M.S., Ph.D. Purdue University
Associate Professor Emeritus of Biology

Louis P. Cizza

A.B. Hamilton College
 B.A. Syracuse University
 M.S. Rensselaer Polytechnic Institute
Adjunct Professor Emeritus of Physics and Italian

George Curtis

B.A. Syracuse University
 J.D. Brooklyn Law School
Professor Emeritus of Criminal Justice, 1999

Ronald L. Danilowicz

B.S. Rose Hulman Institute of Technology
 B.A. Utica College
 M.S. John Carroll University
 Ph.D. Colorado State University
Professor Emeritus of Computer Science, 1974

Annette M. Dimon, C.P.A.

B.S. State University of New York College of Technology
 M.B.A. Rensselaer Polytechnic Institute
Associate Professor Emerita of Accounting

Laura G. Dorow

B.A. Wells College
 M.A., Ed.D. Columbia University Teachers College
 M.M. Florida State University
Professor of Education, 1994

Mary J. Drucker

B.A. Salem State College
 M.A. University of Massachusetts at Boston
 Ph.D. Syracuse University
Associate Professor of Emerita of Education, 2003

Bradford A. Dunn, C.P.A.

B.S. Utica College
 B.S. Cornell University
 M.S. State University of New York Institute of Technology
Assistant Professor of Accounting

Allyn R. Earl

B.A. Utica College

M.A. Syracuse University
Associate Professor Emeritus of Finance

J. Richard Emmert

A.B. Hope College
 Ph.D. Brown University
*Associate Professor Emeritus of Government and Politics,
 1970*

Cecilia Friend

B.A. University of Maryland
 M.A. Syracuse University
Professor of Public Relations Journalism, 1987
Clark Award, 2002
Crisafulli Distinguished Teaching Award, 2007

Anthony J. Garramone

B.A. Utica College
 J.D. Syracuse University
Adjunct Professor of Business Law

Mary Jean Gelsomino, P.T.

B.S. Ithaca College
 M.A. New York University
 D.P.T. MGH Institute of Health Professions
Associate Professor Emerita of Physical Therapy, 2008

Pauline E. Ginsberg

B.A. Carnegie-Mellon University
 M.S. Illinois State University
 Ph.D. Syracuse University
Distinguished Professor Emerita of Psychology
Clark Award, 2003

William A. Gokey

B.A. Brockport State College
 M.A. University of Albany
 M.Ed. Plymouth State College
 Ed.D. Nova Southeastern University
Assistant Professor of Education, 2009

William H. Gotwald Jr.

B.S. Millersville State College
 M.S. Pennsylvania State University
 Ph.D. Cornell University
Professor Emeritus of Biology
Crisafulli Distinguished Teaching Award, 1979
Clark Award, 1991

Edween Ham

B.S. State University of New York at Geneseo
 M.A., Ph.D. Syracuse University
Associate Professor Emerita of English

David M. Harralson

A.B. Georgetown College
 A.M. Indiana University
 Ph.D. Kent State University
 M.S., M.L.S. Syracuse University
Professor Emeritus of English

Hartwell C. Herring III

B.B.A., M.S. University of Mississippi
 Ph.D. University of Alabama
Professor Emeritus of Accounting, 2000

William M. Hickman

B.A. Williams College
 M.B.A. Syracuse University
Associate Professor of Marketing/Management, 1985

Lyn Hill, O.T.R., F.A.O.T.A.

B.S. Wayne State University
 M.S. Syracuse University
Associate Professor Emerita of Occupational Therapy

Randall Huta, C.P.A.

B.S. Utica College
 M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

Edward J. Jones, C.P.A.

B.A. Utica College
 M.B.A. Syracuse University
Associate Professor Emeritus of Accounting

Richard C. Joseph

B.S. Ithaca College
 M.S. Syracuse University
Assistant Professor Emeritus of Therapeutic Recreation

Joan Kay, C.T.R.S.

B.S. Murray State University
 B.S. Utica College
 M.A. Ball State University
*Associate Professor Emerita of Therapeutic Recreation,
 1982*
Crisafulli Distinguished Teaching Award, 2004

Kim Landon

B.A. Utica College
 M.A. Syracuse University
Professor Emerita of Public Relations/Journalism, 1979
Crisafulli Distinguished Teaching Award, 1991

Marie-Noëlle D. Little

Licence-es-Lettres, Lyon University, France
 M.A. Indiana State University, Terre Haute

Ph.D. University of Massachusetts, Amherst
Professor Emerita of French, 1982
Clark Award, 2001

Ronald Lucchino

B.A. Mansfield State College
 M.S., Ph.D. University of New Mexico
Professor Emeritus of Biology
Crisafulli Distinguished Teaching Award, 2001

Scott MacDonald

B.A. DePauw University
 M.A., Ph.D. University of Florida
Professor Emeritus of English and Film
Crisafulli Distinguished Teaching Award, 1981
Clark Award, 1993

Gian Carlo Mangano

B.A. Catholic University, Milan, Italy
 B.A. University of Rome, Italy
 M.A. State University of New York at Buffalo
 M.S. Syracuse University
 Ph.D. Columbia University
Associate Professor Emeritus of Mathematics

Mary Katharine Maroney, R.N.

B.S. Columbia University
 M.S. Boston University
 Ph.D. Syracuse University
Distinguished Professor Emerita of Nursing, 1991

Diane Matza

B.A. University of Michigan
 M.A. Wesleyan University
 Ph.D. Case Western Reserve University
Professor of English, 1978
Clark Award, 1996

R. Bruce McBride

B.A., M.A. State University of New York at Oswego
 M.A., Ed.D. State University of New York at Albany
Professor Emeritus of Criminal Justice, 1987
Clark Award, 2007

Judith McIntyre

B.A. Carleton College
 M.A., Ph.D. University of Minnesota
Professor Emerita of Biology
Clark Award, 1992
Crisafulli Distinguished Teaching Award, 1998

Jane Metzger

B.S., M.A. Syracuse University
Adjunct Professor Emerita of Theatre

Doris Wester Miga

A.B. State University of New York at Albany
 M.A. Syracuse University
Professor Emerita of Sociology
Crisafulli Distinguished Teaching Award, 1980

David L. Moore

B.S., B.A. Eastern Nazarene College
 M.S., Ph.D. Ohio State University
Asa Gray Distinguished Professor of Biology
Clark Award, 1998
Crisafulli Distinguished Teaching Award, 2003

Clement J. Moses

B.A. Hamilton College
 M.S. Cornell University
 Ph.D. State University of New York at Binghamton
Associate Professor Emeritus of Physics

Frank K. Mosher

B.S., M.S., Ed.D. Syracuse University
Professor Emeritus of Education

Joan Murphy, R.N.

B.S. Nazareth College
 M.S. Boston University
 Ed.D. Syracuse University
Professor Emerita of Nursing

Herman S. Muskatt

B.S. City College of New York
 M.S., Ph.D. Syracuse University
Professor Emeritus of Geology

Eugene Paul Nassar

B.A. Kenyon College
 M.A. (Oxon) Worcester College, Oxford
 Ph.D. Cornell University
Professor Emeritus of English
Clark Award, 1990

Stephen P. Neun

B.A., M.A., Ph.D. University of Connecticut
Distinguished Professor Emeritus of Economics
Crisafulli Distinguished Teaching Award, 1994
Clark Award, 1999

Clara K. Nicholson

B.A. Syracuse University
 M.A. University of Massachusetts
 Ph.D. Syracuse University
Professor Emerita of Anthropology

Barbara F. Oliver, O.T.R.

B.A. Manhattanville College
 B.S. Columbia University College of Physicians & Surgeons
 M.S. Syracuse University
Associate Professor Emerita of Occupational Therapy
Crisafulli Distinguished Teaching Award, 1995

Robert J. Petrillo

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

William F. Pfeiffer

B.S. Wittenberg University
 M.S. University of Wisconsin
 Ph.D. Case Western Reserve University
Professor Emeritus of Chemistry
Crisafulli Distinguished Teaching Award, 1986

Herbert Rau

B.S. State University of New York, Oneonta
 M.B.A., Nasson College
 Ph.D. Union Institute
Associate Professor of Marketing, 2006

Laurence W. Roberts

B.A. Utica College
 M.A., Ph.D. Syracuse University
Associate Professor of Psychology, 1989
Crisafulli Distinguished Teaching Award, 1997

Roger R. Rockefeller

M.E., M.S., Ph.D. Stevens Institute of Technology
Professor Emeritus of Physics

Richard B. Rosen

B.S. Loyola University
 M.A. Georgetown University
 Ph.D. University of California at Berkeley
Professor Emeritus of History

Mary Lee Seibert

B.S., M.S. Ed.D. Indiana University
Vice President for Academic Affairs and Dean of the Faculty Emerita

Raymond Simon

B.S. University of North Carolina
 M.S. Northwestern University
 D.H.L. Utica College
Professor Emeritus of Public Relations
Crisafulli Distinguished Teaching Award, 1975 and 1984

Donald M. Stasiw

B.S. Utica College
 M.S. Case Western Reserve University
 Ph.D. State University of New York College of Forestry, Syracuse University
Associate Professor Emeritus of Computer Science

Kalixt S. Synakowski

B.A. Hamilton College
 M.A. Harvard University
Associate Professor Emeritus of Philosophy
Crisafulli Distinguished Teaching Award, 1976

Sally C. Townsend, O.T.R.

B.S. Virginia Commonwealth University
 M.A. College of St. Rose
 C.A.S., Ph.D. Syracuse University
Associate Professor of Occupational Therapy, 1991

Rosemary E. Ullrich

B.S. Mercyhurst College
 M.S. Syracuse University
Associate Professor Emerita of Business

JoElyn Wakefield-Wright

A.B. Pfeiffer College
 M.M. Indiana University
Adjunct Professor Emerita of Music

Sandra B. Welch, R.N.

B.S. State University of New York Institute of Technology
 M.S. Syracuse University
Associate Professor Emerita of Nursing

Frederick Zammiello

B.A. Colgate University
 M.A. Colgate University
 B.S. Utica College
 M.A., Ph.D. Syracuse University
Assistant Professor Emeritus of Philosophy, 2004

Deceased Emeriti Faculty

Raymond J. Albert
Robert V. Anderson
Joseph J. Arlotto
Thomas G. Brown
Harold Burger
James L. Chamberlain
Robert S. Connor
Virgil C. Crisafulli
Raymond J. Cristman
Edward B. Cutler
George Dmohowski
Mary Drucker
Helmut Echtermann
Amparo Escarrilla
K. Della Ferguson
Ralph Fimmano
Frank Galime
Anne Goss
Victor Grimaldi
Adolph B. Heller
Harry F. Jackson
Marijean Levering
Sidley K. Macfarlane
Doris Webster Miga
Robert W. Millett
James C. Mills
Frank K. Mosher
Aaron Naftalevich
Eugene Paul Nassar
Jacob Oser
Wayne N. Palmer
Harold W. Pier
Vladimir Polanskoy
James Riccardo
Owen Roberts
Charles Samuels
Ralph N. Schmidt Sr.
Donald L. Tripp
Arthur Wassermann
Charles H. Webster
Jerome Weiss
Robert L. Willard
Corinne G. Youda
Donald K. Zellner

Half-time and Part-time Faculty

Linda Aaronson

B.S. Utica College
Adjunct Professor of Health Studies

Heather G. Abrams

B.A. Boston University
Adjunct Professor of Fine Arts

James Adasek

B.S. Utica College
Adjunct Instructor of Math

Valerie Anguilli

B.S.N. Kaplam College
Adjunct Lecturer of Nursing

Gina Ashmore

M.S.W. Syracuse University
Adjunct Lecturer of Psychology

Corrine Baker

B.S. Kaplan University
Adjunct Lecturer of Nursing

Albert Bangs

M.S. Utica College
Adjunct Lecturer of Journalism

Clarice Barlow

M.S. SUNY Cortland
Adjunct Lecturer of Education

Manuel Barrera

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Louis Baskinger

M.S. Syracuse University
Adjunct Lecturer of Education

Robert Beach

M.A. Rutgers University
Adjunct Professor of History

David Berberick

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Kathleen Bishop

Ph.D. Syracuse University
Adjunct Professor of Aging Studies

Kimberley Blauch

D.P.T. Utica College
Adjunct Instructor of Physical Therapy

Nicholas Abounader

B.A. SUNY College at Potsdam
Adjunct Lecturer of Theatre

Joseph Adamo

Ph.D. Syracuse University
Adjunct Lecturer of Accounting

Raymond Alessandrini

B.S. Utica College
Adjunct Professor of Occupational Therapy

Thomas Armitage

B.S. Utica College
Adjunct Lecturer of Public Relations

Kiera Aulisi

B.S.N. Utica College
Adjunct Lecturer of Nursing

Randolph Baker

M.S. SUNY at Binghamton
Adjunct Lecturer of Computer Science

Alec Barbour

M.S. Wayne State University
Adjunct Lecturer of Theatre

Heather Barnes

M.S. University at Buffalo
Adjunct Lecturer of Nursing

Michelle Barton

Ph.D. University at Albany
Adjunct Lecturer of Sociology

Jaclyn Baur

B.S. Utica College
Adjunct Lecturer of Education

Joseph Beasock

M.S. Syracuse University
Adjunct Lecturer of Computer Science

Kevin Birkemeier

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Jason Blanchard

A.A.S. Paul Smith College
Adjunct Lecturer of Construction Management

Rosemary Bonacci

M.A. College of Saint Rose
Adjunct Instructor of Public Relations

Zoriana Bosak

M.S. SUNY Upstate Medical University
Adjunct Lecturer of Nursing

Judith Braman

D.P.T. Daemen College
Adjunct Lecturer of Physical Therapy

Christina Brown

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Richard Brumfield

M.S. Utica College
Professional Teaching Assistant of Cybersecurity

Michael Bushardt

B.S. Utica College
Adjunct Lecturer of Construction Management

Mary Campbell

M.S. Lehigh University
Adjunct Instructor of Spanish

Salvatore T. Capuana

B.S. Logan College
Adjunct Instructor of Biology

Giselle Casella

M.B.A. Regis University
Adjunct Lecturer of Financial Crime and Compliance
Management

Korinn Chaffee

B.S. Keuka College
Adjunct Lecturer of Nursing

Robert Coccaro

M.S. Utica College
Professional Teaching Assistant of Cybersecurity

Catherine Cominsky

M.Ed. Utica College
Adjunct Lecturer of Education

Duane Corbo

M.A. Albany State University
Professional Teaching Assistant of Cybersecurity

Maria Cornachhia

M.S. Syracuse University
Professional Teaching Assistant of Cybersecurity

Lucia Corriette

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Michael Craig

M.A. American Military University
Adjunct Lecturer of Cybersecurity

Nicole Bouteiller

B.S. Utica College
Adjunct Lecturer of Construction Management

Heath Brightman

Ed.D. Seton Hall University
Adjunct Lecturer of Economic Crime Management

Steven Brown

Ph.D. University of Phoenix
Adjunct Instructor of Health Care Management

Sarah Burnett-Wolle

Ph.D. Pennsylvania State University
Adjunct Professor of Therapeutic Recreation

Gregory Campbell

Ph.D. Walden University
Adjunct Lecturer of Economic Crime Management

Kenneth Capps

Ph.D. Miami University
Adjunct Lecturer of Chemistry

Mary Cardinale

Ph.D. University of Rhode Island
Adjunct Instructor of English

Anthony Cecil

M.A. Utica College
Adjunct Instructor of Economic Crime Management

Frank Cittadino

M.F.A. Syracuse University
Adjunct Professor of Fine Arts

Corey Colmey

M.M. Five Towns College
Adjunct Professor of Music

James Conroy

M.Sc. University of Wisconsin at Platteville
Adjunct Lecturer of Economic Crime Management

David Corddry

M.B.A. Rollins College Winter Park
Adjunct Lecturer of Health Care Administration

Ryne Cornacchia

M.S. Utica College
Professional Teaching Assistant of Cybersecurity

Sim Covington

M.S. Albany State University
Adjunct Lecturer of Management

Havey Cramer

M.S. Syracuse University
Adjunct Professor of Biology

Audrey Cross

M.S. Drexel University
Adjunct Lecturer of Construction Management

Nuket Curran

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Robert N. DeCarlo, Jr.

M.S. Utica College
Adjunct Instructor of Cybersecurity

Anthony DeSarro

M.S. Utica College
Adjunct Lecturer of Cybersecurity

David DelVecchio

M.S. Chapman University
Adjunct Lecturer of Accounting

Lawrence Dillon

J.D. New York Law School
Adjunct Professor of Criminal Justice

Megan Dischiavo

DDC New York Chiropractic College
Adjunct Lecturer of Biology

Regina Dodson

B.S. SUNY College at Oswego
Adjunct Lecturer of Computer Science

Susan Draves

M.S. State University of New York at Oswego
Adjunct Professor of Spanish

Kevin Dwyer

J.D. SUNY Buffalo
Adjunct Lecturer of Economic Crime Management

Sibyl Edward

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Robert Esposito

M.S. Touro College
Adjunct Lecturer of Computer Science

Laurie Flagg

M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Nursing

Sara Flihan

B.S. Utica College
Adjunct Lecturer of Nursing

Gregory Fulkerson

Ph.D. North Carolina State University
Adjunct Lecturer of Sociology

Thomas Curnow

Ed.D. Syracuse University
Adjunct Lecturer of Health Care Administration

George Curtis

J.D. CUNY Brooklyn College
Professor Emeritus of Criminal Justice

Marc DePerno

B.S. Utica College
Adjunct Lecturer of Health Studies

Jane DeSimone

M.Ed. SUNY Cortland
Adjunct Lecturer of Occupational Therapy

Michael DiMeo

M.S. SUNY College at Potsdam
Adjunct Lecturer of Music

Nicole Dillon

M.S. Walden University
Adjunct Lecturer of Psychology Child-Life

Patricia Dispirito

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Connor Downing

M.S. Utica College
Adjunct Lecturer of English

Frank Druse

M.S. University of Phoenix
Adjunct Lecturer of Nursing

Carl Dziekan, C.P.A.

J.D. Union University Albany Law School
Professor of Practice, Construction Management

Jennifer Enjem

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Laurie Fazekas

M.S.W. Albany State University
Adjunct Lecturer of Health Studies

Brandon Fleming

B.S. Utica College
Adjunct Instructor of Physics

Rosemary Feriks

M.F.A. New School for Drama
Adjunct Lecturer of English

Grant Garramone

J.D. Syracuse University College of Law
Adjunct Instructor of Business Law

Michelle Gaspa

M.S. Syracuse University
Adjunct Lecturer of Education

Megan Gillander

B.A. Utica College
Adjunct Lecturer of Geology

Cynthia Gonnella

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Rebecca Guerrero

M.S. SUNY Cortland
Adjunct Lecturer of Spanish

William Hagestad

M.S. University of Minnesota Twin City
Adjunct Lecturer of Cybersecurity

Elizabeth Hamilton

Ph.D. SUNY Upstate Medical University
Adjunct Lecturer of Biology

Tina Haney

D.N.P. Old Dominion University
Adjunct Lecturer of Nursing

Jennie Hayes

M.S. Utica College
Adjunct Lecturer of Occupational Therapy

Crystal Hein

M.A. Syracuse University
Adjunct Lecturer of Biology

Naybell Hernandez

Ph.D. Syracuse University
Adjunct Lecturer of Computer Science

Douglas Higgins

M.S. Utica College
Adjunct Lecturer of Mathematics

Rampaul Hollington

M.S. Florida Institute of Technology
Professional Teaching Assistant for Cybersecurity

Roger Honey

M.F.A. Royal College of Art
Adjunct Lecturer of Fine Arts

Krystina Horvath

M.B.A. Mount Saint Mary College
Adjunct Lecturer of Cybersecurity

Douglas Houghton

B.A. Utica College

Lindsey Geary

M.S. Florida State University
Adjunct Lecturer of Geology

Jaclyn Giordano

M.A. American Public University
Adjunct Lecturer of Cybersecurity

Elizabeth Goodwin

M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Health Studies

Michael Gus

D.P.T. SUNY Upstate Medical University
Adjunct Lecturer of Physical Therapy

Loreen Hamann

M.S. Syracuse University
Adjunct Lecturer of Nursing

Jessica Hampe

M.S. Capella University
Adjunct Lecturer of English

Chad Hanifin

D.P.T. Utica College
Adjunct Lecture of Physical Therapy

Darlene Heian

M.L.S. Fort Hays State University
Assistant Professor of Gerontology

Margaret Hemstrought

M.Ed. SUNY Cortland
Adjunct Lecturer of Adventure Wellness and Education

Jennifer Herzog

M.S. Yale University School of Medicine
Adjunct Instructor of Biology

Cindy Hoag

B.S. SUNY Polytechnic Institute
Adjunct Lecturer of Nursing

Wayne Hollman

Ph.D., Walden University
Adjunct Professor of Finance

Mara Horan

M.F.A. Brooklyn College
Adjunct Lecturer of Theatre

Chester Hosmer

B.Sc. Utica College
Adjunct Professor of Cybersecurity

Kristi Jaquays

MSN Walden University
Adjunct Lecturer of Nursing

M.S. College of New Rochelle
Adjunct Professor of English

Danielle Jobin

M.S. The Sage College at Albany
Adjunct Lecturer of Occupational Therapy

Tiffany Johnson

B.A. Utica College
Adjunct Lecturer of Geology

Anthony Joseph

M.A. Syracuse University
Adjunct Professor Health Care Administration

John Kane

M.A. University of Florida
Adjunct Lecturer of Economic Crime

Amitava Karmaker

Ph.D. University of Texas at San Antonio
Adjunct Lecturer of Data Science

Andrew King

M.A. California State University Hayward
Adjunct Instructor of English

Ron Klopfanstein

M.A. SUNY Empire State College
Adjunct Lecturer of English

James Knippen

M.F.A. Texas State University
Adjunct Lecturer of English

David Kolb

B.A. Hamilton College
Adjunct Lecturer of Music

Amela Kulosman

B.S. SUNY Polytechnic Institute
Adjunct Lecturer of Nursing

Elizabeth Kurtz

M.S. Utica College
Adjunct Lecturer of Biology

Christy Landry-Pitcher

M.S. Utica College
Adjunct Lecturer of English

Keith Levatino

Ed.D. Walden University
Adjunct Lecturer of Education

Molly LiBritz

M.S. Utica College
Adjunct Lecturer of Education

Dennis Johnson

M.Ed. SUNY College at Oneonta
Adjunct Lecturer of Mathematics

Robert W. Jones

B.A. Capital University
M.S. Utica College
Adjunct Professor of Economic Crime

Patrice Joslin

M.S.W. Syracuse University
Adjunct Lecturer of Gerontology

Susan Kantor

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Elizabeth Keida

Ed.D. St. John Fisher College
Adjunct Lecturer of Health Care Administration

Joseph Kissinger

M.S. Utica College
Professional Teaching Assistant of Cybersecurity

Charles Lewis

B.A. Utica College
Adjunct Instructor of Physical Education

Michael Kocsis

Ph.D. Queens University
Adjunct Lecturer of Philosophy

Nancy Koury

M.S. Syracuse University
Adjunct Lecturer of Education

Kourtney Kupiec

M.S. Utica College
Adjunct Lecturer of Mathematics

Dennis Labossiere

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Michele Leslie

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Zachary Lewis

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Samuel Lilly

M.S. Walden University
Adjunct Lecturer of Nursing

Brittany Link

M.A. University of Phoenix
Adjunct Lecturer of Mathematics

Chad Loiacono

M.A. Naropa University
Adjunct Lecturer of Health Studies

Jesus Lopez

M.P.A. Princeton University
Adjunct Lecturer of Cybersecurity

Pamela Lowe

M.S.N. University of Cincinnati
Adjunct Lecturer of Nursing

Chester Maciag

M.S. Utica College
Adjunct Lecturer of Economic Crime Management

Kyrre Marchese

M.S. Utica College
Adjunct Lecturer of Health Studies

Brenda Marris

M.S. Syracuse University
Adjunct Lecturer of Psychology

Vernon McCandlish

M.S. Utica College
Adjunct Instructor of Cybersecurity

Ellen McHale

DPHIL University of Pennsylvania
Adjunct Lecturer of History

Carmen Mercado

M.B.A. Utica College
Adjunct Lecturer of Financial Crime Management

Tanya Minter

M.S. Youngstown State University
Adjunct Lecturer of Biology

Ellen Moon

M.S. University at Albany
Adjunct Lecturer of Education

Eva Mroczek

Ph.D. University of Alabama at Birmingham
Adjunct Instructor of Biology

Kathryn S. Muller

M.S. University of Washington, Seattle, WA
Adjunct Instructor of Psychology

Gwendolyn Murphy

M.S. California University of Pennsylvania
Adjunct Lecturer of Health Studies

Jennifer Logue

J.D. New England School of Law
Adjunct Lecturer of Risk Management

James Lombardo

M.B.A. SUNY Empire State College
Adjunct Lecturer of Risk Management

Linda Lovrin

B.P.S. SUNY Polytechnic Institute
Adjunct Lecturer of Health Studies

Ronald Lucchino

Ph.D. University of New Mexico
Adjunct Professor of Biology

Stephen Maher

J.D. Albany Law School
Adjunct Professor of Criminal Justice

John Markert

M.B.A. Syracuse University
Adjunct Lecturer of Accounting

R. Bruce McBride

Ed.D. University at Albany
Adjunct Professor of Criminal Justice

Brian McHale

M.S. Utica College
Adjunct Lecturer of Occupational Therapy

Rebecca McLain

M.A. Louisiana State University at Baton Rouge
Adjunct Lecturer of Anthropology

Su-Lien Miller

M.A. SUNY College at Buffalo
Adjunct Lecturer of Communication Arts

Susan Mintz

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Ismael Morales

M.S. Syracuse University
Adjunct Lecturer of Cybersecurity

Khatuna Mshvidobadze

M.B.A. World Education Services
Adjunct Lecturer of Cybersecurity

Michelle Mullinix

M.S. Utica College
Adjunct Lecturer of Cybersecurity

David Neimeyer

M.Ed. Providence College
Professional Teaching Assistant of Cybersecurity

Justin Nevin

M.A. University of Chicago
Adjunct Lecturer of English

James Norrie

D.P.M. Rmit University Australia
Adjunct Professor of Cybersecurity

Heather Northey

M.S. Touro College
Adjunct Lecturer of Health Studies

Michael O'Connor

M.S. Utica College
Adjunct Lecturer of Economic Crime Management

Seth Omes

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Geralynn Owens

B.S. SUNY Polytechnic Institute
Adjunct Instructor of Nursing

Paul Pantani

M.S. Coastline Community College
Adjunct Lecturer of Cybersecurity

Stephen Pearson

M.B.A. Webster University
Adjunct Lecturer of Cybersecurity

Steven Perry

M.S. Utica College
Professional Teaching Assistant for Cybersecurity

David Plude

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Jason Powles

B.A. The College of Saint Rose
Adjunct Lecturer of Journalism

Frank Price

Ph.D. University of Colorado, Boulder
Adjunct Instructor of Biology

Jerien Rausch

B.A. University of Texas at El Paso
Adjunct Lecturer of English

Donald Reese

M.S. Drexel University
Adjunct Lecturer of Risk Management

Christopher Riddell

M.S. Utica College
Adjunct Professor of Cybersecurity

Michael Nolan

J.D. Albany Law School
Adjunct Lecturer of Criminal Justice

Ingrid Norris

M.S. Utica College
Adjunct Lecturer of Criminal Justice

Thomas O'Brien

J.D. Albany Law school
Adjunct Lecturer of Business Law

Charles Obernesser

B.A. Utica College
Adjunct Lecturer of Journalism

James Ostinett

B.S. Utica College
Adjunct Lecturer of Biology

Salvatore Paladino

M.B.A. SUNY Polytechnic Institute
Adjunct Lecturer of Cybersecurity

Cully Patch

M.S. Utica College
Professional Teaching Assistant for Cybersecurity

Kim Marie Peppenelli

M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Nursing

Loretta Plescia

B.S. Utica College
Adjunct Lecturer of Therapeutic Recreation

Jessie Potter

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Brianna Prendergast

B.S. Utica College
Adjunct Lecturer of Nursing

Kamil M. Rahme

B.S. State University of New York
Adjunct Instructor of Arabic

Carriann Ray

CAS SUNY College at Oswego
Adjunct Lecturer of Education

Andrew Reeves

M.S.M.E. Cleveland State University
Adjunct Lecturer of Physics

David Roberts

M.S. State University of New York at Albany
Adjunct Professor of Psychology

Glen Roberts

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Michael Romano

M.A. SUNY Empire State College
Adjunct Lecturer of Gerontology

Michael Sanchez

Ph.D. Rio Salado College
Adjunct Lecturer of Cybersecurity

Roman Santos

M.A. San Diego State University
Adjunct Professor of Spanish

Debra Seguin

M.P.H. University of South Carolina at Columbia
Adjunct Lecturer of Adventure Wellness and Education

Barbara Sheppard

B.S. Keuka College
Adjunct Lecturer of Nursing

Donald Shunk

M.S. Utica College
Professional Teaching Assistant for Cybersecurity

Elizabeth Snyder-Fortino

J.D. University at Buffalo
Adjunct Lecturer of Government

Donald Stasiw

Ph.D. Syracuse University
Adjunct Professor of Computer Science

Eric Stewart

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Kimberly Strong

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Derrick Suehs

M.A. National University
Adjunct Lecturer of Health Care Administration

Robert Swenszkowski

M.S. Columbia College
Adjunct Lecturer of Criminal Justice

Christine Tancredi

M.S. SUNY Upstate Medical University
Adjunct Lecturer of Nursing

Alexander Thomas

Ph.D. Northeastern University
Adjunct Lecturer of Anthropology

Elizabeth Tolman

M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Computer Science

Marissa Rocci-Armstrong

D.P.T. Utica College
Adjunct Lecturer of Physical Therapy

Thomas Ryan

M.B.A. SUNY College, Oswego
Assistant Professor of Criminal Justice

Jacqueline Santoro

Ph.D. Drexel University
Adjunct Instructor Psychology

Dennis Schonewetter

M.S. University Southern California
Adjunct Instructor of Computer Science

Karina Shanne

B.S.N. Utica College
Adjunct Lecturer of Nursing

Carlie Sherry

M.F.A. Syracuse University
Adjunct Lecturer of Fine Arts

John Snyder

J.D. University of Dayton
Adjunct Lecturer of Government

Michelle Sowich-Shanley

M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Health Care Administration

Helen Stepowany

M.S. Utica College
Adjunct Lecturer of Health Care Administration

Justin Storms

M.S. Utica College
Adjunct Lecturer of Cybersecurity

Richard Stulmaker

M.A. University at Albany
Adjunct Professor of Sociology

Kerry Sullivan

M.A. Utica College
Adjunct Professor of Education

Corinne Tagliarina

M.A. University of Connecticut
Adjunct Lecturer of Government

David Taurisano

M.B.A. Rensselaer Polytechnic Institute
Adjunct Instructor of Business and Economics

Theresa Thompson

M.S. Walden University
Adjunct Lecturer of Nursing

Heather Tucker

M.A. Syracuse University
Adjunct Lecturer of Spanish

Joshua Turner
M.S. Utica College
Adjunct Lecturer of Philosophy

Robert Umidi
Ph.D. Drew University
Adjunct Lecturer of Philosophy

Tammy Van Cleef
M.S. Utica College
Adjunct Lecturer of Physical Therapy

Cecelia Walsh-Russo
Ph.D. Columbia State College
Adjunct Lecturer of Sociology

Robert Warwick
B.A. Utica College
Adjunct Lecturer of Education

Michael Weiskopff
M.S. Utica College
Adjunct Lecturer of Cybersecurity

Donnie Wendt
M.S. Utica College
Professional Teaching Assistant for Cybersecurity

Jennifer White
M.Sc. SUNY Upstate Medical University
Adjunct Lecturer of Biology

Steven Wood
M.S. Utica College
Adjunct Lecturer of Cybersecurity

John Wulff
M.S. Utica College
Adjunct Lecturer of Cybersecurity

Frederick Zammiello
Ph.D. Syracuse University
Adjunct Professor of Philosophy

Nouran Zohdy
M.B.A. Utica College
Adjunct Lecturer of Financial Crime Management
* Year of appointment to Utica College

Jeremy Ukena
M.M. SUNY College at Potsdam
Adjunct Lecturer of Music

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

Michael VanDusen
M.S. SUNY Polytechnic Institute
Adjunct Lecturer of Cybersecurity

Jacqueline Warmuth
M.S. Cortland College
Adjunct Instructor of Health Studies

Arnold Webster
M.S. Capitol Technology University
Adjunct Lecturer of Cybersecurity

Linda Welch
M.S. SUNY Cortland
Adjunct Lecturer of Mathematics

Kristin West
M.A. University of Phoenix
Adjunct Lecturer of Therapeutic Recreation

Mark Wilson
M.S. Utica College
Adjunct Lecture of Biology

Michael Woods
M.S. Utica College
Adjunct Lecturer of Cybersecurity

Annette Yauney
M.S. University at Albany
Adjunct Lecturer of Computer Science

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

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Degrees Awarded by Utica College of Syracuse University

(Syracuse University Honorary Degrees)

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 Moses G. Hubbard
Honorary Doctor of Laws

May 1974
 Allen H. Nucharth
Honorary Doctor of Humane Letters

May 1985

Mstislave Rostropovich
Honorary Doctor of Letters

May 1987

Edward W. Duffy '50
Honorary Doctor of Humane Letters

May 1989

Dr. Henry DiSpirito
Honorary Doctor of Humane Letters

May 1992

Thomas J. Cahill Jr. '49
Honorary Doctor of Humane Letters

Richard Benedetto '65
Honorary Doctor of Humane Letters

May 1993

Dr. Frank Lentriccia
Honorary Doctor of Humane Letters

Walter D. Edmonds
Honorary Doctor of Humane Letters

Dr. Marilyn Jacox '51
Honorary Doctor of Science

Dr. Eleanor Z. Baker '51
Honorary Doctor of Humane Letters

May 1994

The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Dr. Prosper Igboeli '74
Honorary Doctor of Humane Letters

May 1995

The Honorable Hugh R. Jones
Honorary Doctor of Laws

Dr. John Flagler '52
Honorary Doctor of Humane Letters

Dr. Diane Doran '78
Honorary Doctor of Science

Utica College Honorary Degrees (Conferred by Utica College Board of Trustee)

(Utica College Honorary Degrees)

1996

Dr. William Tolley
Honorary Doctor of Humane Letters

Dr. Virgil Crisafulli
Honorary Doctor of Humane Letters

Raymond Simon
Honorary Doctor of Humane Letters

Dr. Emlyn I. Griffith
Honorary Doctor of Laws

May 1996

David F. D'Alessandro '72
Honorary Doctor of Laws

1997

Dr. Alfred Tector '59
Honorary Doctor of Science

May 1998

Elsie Shemin-Roth '50
Honorary Doctor of Humane Letters

John Martin '59, Esq.
Honorary Doctor of Laws

May 1999

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Honorary Doctor of Humane Letters

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Honorary Doctor of Laws

May 2002

Judith Viorst
Honorary Doctor of Letters

May 2003

Harold T. Clark Jr. '65
Honorary Doctor of Laws

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Honorary Doctor of Humane Letters

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May 2010

Martin Biegelman
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Doctor of Science

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Leonard Pitts

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May 2012

Malaak Compton-Rock

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Eugene Robinson

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