

2019 Undergraduate Catalog

SUMMER – FALL

MAY 2019

Office of Academic Affairs

UTICA COLLEGE | 1600 BURRSTONE ROAD UTICA, NY 13502

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About UC

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

Undergraduate Education at UC

At the undergraduate level, Utica College offers a wide range of programs leading to either the Bachelor of Arts or Bachelor of Science degree in a broad variety of majors in the liberal arts and sciences and professional studies. The College also offers numerous graduate programs in professional fields and in liberal studies. Please see the graduate catalog for a full range of graduate offerings. The College offers programs in a traditional on-ground format as well as in online and blended formats. Consistent with the College's mission, academic programs offer a sound liberal arts base combined with professional opportunities. The core curriculum provides students with a breadth of understanding in a range of disciplines and training in essential intellectual skills.

UC's majors include programs for which the bachelor's degree is sufficient for a professional career and programs that lead to graduate and professional study. Two important factors that give Utica College its distinctive academic quality are the integration of liberal arts and professional studies and the diversity of major programs usually found only in large universities. The College offers students many opportunities for experiential learning, research, independent study, and study abroad.

One of the College's greatest assets is its energetic and accomplished faculty. Most hold advanced degrees from prestigious American or international graduate schools. Of UC's full-time faculty, 85 percent have earned the terminal degree appropriate to their fields. Although many faculty members are engaged in research, their primary concern is high-quality undergraduate instruction. Utica College students have direct contact with their instructors because the typical class at Utica College consists of 16 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their

classes. In addition to faculty services and counseling, Utica College also offers professional academic and career planning, advising, and personal counseling to all students

Utica College has three schools that provide students with a wide choice of majors.

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

In addition, Utica College has partnered with neighboring academic institutions to form the Mohawk Valley College Consortium. Utica College and member institutions Hamilton College, SUNY Institute of Technology, Herkimer County Community College, Mohawk Valley Community College, SUNY Morrisville, and SUNY Empire State College have signed a cross-registration agreement that allows full-time students and employees at each of the institutions to take one course per semester at any of the other area schools. Students should check with the Office of the Registrar for specific requirements.

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

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

Utica College's programs are designed to give all students a sound basis in liberal arts and sciences. Students may choose a specific major at the time of entry or remain undecided for two years while they explore a variety of majors. Once a major is chosen, students may change majors if interests change after entering college. Changing majors, however, may necessitate additional time to complete the degree, depending upon requirements of the new major.

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

Our Academic Promise

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

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

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

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

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

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

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

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

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

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

Charter and Accreditation

The College is chartered by the Regents of The University of the State of New York under its corporate name, Utica College, and also is mentioned in Syracuse University's charter. Utica College is accredited by the 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). Copies of accreditation reports are on file in the offices of the president and the provost and vice president for academic affairs.

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 (315-792-3276).

Utica College has designated the Vice President for Human Resources and Personnel Development in the Office of Human Resources (315-792-3276) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended).

Utica College has designated the Director of Learning Services in the Office of Learning Services (315 -792-3032) as the individual responsible for inquiries, complaints, and coordination of compliance under the Americans with Disabilities Act of 1990 (as amended) and Section 504 of the Rehabilitation Act of 1973 on behalf of students.

Members of Utica 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, 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 Winter-Spring 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 the current requirements and procedures at the department, school, and College levels.

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 offers a wide range of programs, majors, and services to help prepare students for careers but does not guarantee employment or placement for its students or graduates.

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.

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

Institutes and Centers

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

For more information, please go to <http://www.utica.edu/academic/institutes/>

Admission to Utica College

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

Each applicant receives individual consideration. Prospective undergraduate students are required to submit a completed application, high school or college transcripts, a personal essay, an application fee or a request for fee waiver, and a letter of recommendation. SAT I or ACT scores are required only for freshmen applying to the physical therapy program, the occupational therapy program, the nursing program, Joint Health Professions Programs and the Higher Education Opportunity Program (HEOP). Individual major programs may require additional information. Applicants are strongly encouraged to visit the campus for a personal interview with the admissions staff.

Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance including course of study, GPA, rank in class; co-curricular involvement; personal characteristics; writing ability; and

the applicant's potential for academic and personal success at the College. Utica College values diversity on its campus and encourages applications from students of different heritages, beliefs, and backgrounds.

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

Information and applications for graduate study are available from the Office of Graduate Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892, by e-mail at gradstudies@utica.edu, or by calling (315) 792-3010.

Admission Requirements

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

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

Admission Process

Utica College conducts a rolling admissions program. The earlier an application is filed, the sooner a decision is made. It is recommended that students apply early in their senior year of high school. Application review begins on November 1 and extends until the class is filled. Individual majors that are especially competitive may be fully enrolled as early as January. The Office of Admissions prefers that applicants for the physical therapy program, the occupational therapy program, Joint Health Professions Programs, the nursing program and academic scholarships complete their applications by January 15. For those applying to the Higher Education Opportunity Program (HEOP), the application deadline is March 1.

Utica College has adopted a test-optional admission policy. Standardized tests accurately measure success in many areas and for many students, however, we recognize that test scores may not reflect all students' academic achievements and/or talents. The admissions committee will delve even deeper into the applications for students who choose to be considered under the test-optional process. Additional consideration will be given to class rank, leadership, curriculum, a promise of future contribution, and writing ability.

Freshman Admissions Dates and Deadlines Fall 2020

Admission

Application Type	Application Deadline	Financial Aid Deadline	Notification Date	Response Deadline
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Early Decision	November 1	November 15	December 15	January 6
Early Action	November 15	January 15	December 15	May 1
Priority Regular Decision	January 15	February 1	February 1- March 1	May 1
HEOP	January 15	February 1	Beginning in March	May 2
Rolling Admission	Applications will be accepted until programs are filled. We encourage all applicants to apply as soon as possible. Decisions are mailed within 2-3 weeks of a completed application for admission.			May 1 or 20 days from the date of admission, whichever is late

Early Admission

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

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

International Student Admissions

Utica College welcomes applications from international students and seeks to enroll those who have demonstrated academic potential in their home countries. 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) and IELTS (6.0) scores will be accepted, International students may also be required to take additional English courses (ENG 100 /ENG 101 /ENG 102) to prepare them for future writing-intensive courses and assignments at Utica College. Students who meet all other requirements but have a TOEFL or IELTS score below these minimums will be offered placement in our Intensive English Language Program.

International students may complete the Utica College application or the Common Application. 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 documentation. While an admission decision can be made without this, the I-20 form cannot be issued until this document and third-party verification of funding are received.

Entering students who score satisfactorily on the Advanced Placement tests, the International Baccalaureate examinations, or an equivalent examination may be awarded advanced placement and credit for their academic work.

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.*

Non-matriculated Students

Individuals may register for undergraduate classes as non-matriculated for a total of 15 credit hours per term, on a space-available basis, provided their total accrued number of credits does not exceed 30. After this point, students are required to matriculate so that they may be assigned an academic adviser.

Non-matriculated students interested in taking graduate courses are limited to a total of 6 credit hours unless otherwise prescribed by the graduate program. (See graduate catalog for additional requirements.) Students seeking to take additional credit hours may apply for a waiver of this policy by submitting a written request to the Office of Graduate Studies.

Readmission

If a student has been a matriculated student anytime in the past, and has stopped out for at least a semester, and wishes to return they must apply through the Office of the Registrar for readmission. Students who have attended another institution(s) in the interim are required to have a copy of the official transcript(s) sent to the Office of the Registrar. The student can apply for a particular program but may or may not be readmitted to that program.

Applications for Readmission are to be submitted at least 10 business days prior to the beginning of the semester. This process is available in electronic form via the Registrar's website:

<https://www.utica.edu/academic/registrar/readmission.cfm>

Students who are readmitted are required to meet the requirements for graduation that are found in the catalog for the term in which the student is readmitted. Upon readmission, students should consult with their adviser or success coach to determine the requirements for graduation, or run a degree evaluation.

- A student who has earned a bachelor's degree from UC and now wishes to get a second bachelor's degree must go through Admissions, be admitted as a second-degree student and be assigned a new cohort.
- A student, who was matriculated into the College, has since gained a bachelor's degree elsewhere, and now wishes to return to the College for another degree must go through Admissions. This student is being admitted, not readmitted.
- Students who leave due to military duty do NOT have to apply for readmission when they wish to return. They simply notify the Office of the Registrar when they are able to return and they become active students. In order to take advantage of this, they must provide us a copy of their military orders prior to leaving school.

Applying for readmission into a specific program may result in a review by the program director who may decline to accept the student.

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 2.0 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 throughout his or her entire academic career at Utica College.

The Utica College Second Chance Policy has no bearing on SAP requirements for financial aid.

Special Admission Programs

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

• Opportunity Programs

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

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

*As documented by the New York State Education Department's income guidelines.

• Joint Health Professions Programs

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

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

• Three-Year Study Option

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

Information about these examinations can be found under Competency and Experience Credit in "The Undergraduate Program" section of this catalog.

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

• **Veterans**

Veterans of the Armed Services are encouraged to apply for admission to Utica College. Counselors are available on campus to assist veterans with admission, academic planning, and financing of their education. In many cases, test requirements may be waived and credits for service training and experience may be granted. Opportunities to pursue study on a part-time basis through the Office of Graduate Studies should be investigated, as well as advanced course status in ROTC. Veterans are eligible to receive a monthly training allowance from the Veterans Administration provided they make a timely application to the VA and select an appropriate training program. Deadline dates for the application do not apply to veterans. Address all inquiries to the Assistant Vice President for Undergraduate Admissions, Utica College, 1600 Burrstone Road, Utica, NY 13502-4892.

• **Special Students**

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

Transfer Student Admissions

Transfer students follow the same basic application process as freshman applicants. However, transfer applicants who have completed 30 semester hours of college study can be evaluated on the basis of their college transcripts. To qualify for federal and state financial aid, Transfer students must submit an official high school transcript or proof of degree (Associates or higher) to the Office of Admissions.

Transfer credit is generally awarded for courses from regionally accredited institutions that are comparable to those offered at Utica College, provided the student has earned a grade of C or better. Additional factors considered in the review of transfer and experiential learning include: national accreditation by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA), academic work reviewed by the American Council on Education (ACE), review by the relevant academic department at Utica College, and review by individual Utica College faculty or by the Academic Standards Committee.

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

Transfer Students with an Associate's or Bachelor's Degree:

Transfer students matriculating with an associate's degree will be exempt from Component One: Foundations of Understanding and Component Two: Understanding from Multiple Perspectives of the Utica College Core Program. Component Three: Integrated Writing must be completed by taking one 3 credit hour course designated as "writing intensive."

Transfer Students with 57 or more credits from a 4-year college but without a Bachelor's Degree:

Transfer students matriculating to a 4-year college but without a Bachelor's Degree will be exempt from Component One: Foundations of Understanding and Component Two: Understanding from Multiple Perspectives of the Utica College Core Program. Component Three: Integrated Writing must be completed by taking one 3 credit hour course designated as "writing intensive."

Partial Core Exemption: Component One:

Transfer students matriculating with courses from another institution that transfer into Utica College as required courses that complete Component One: Foundations of Understanding (Written Communication, Oral Communication, Foreign Languages, Quantitative Reasoning, and Computer Use) are exempt from corresponding requirements in Component One of the Utica College Core Program.

Partial Core Exemption: Component Two:

Transfer students matriculating with at least 30 credit hours of courses designated as liberal arts and sciences courses by Utica College and at least two courses in each of the three areas of Component Two: Understanding from Multiple Perspectives, (Humanities, Natural Sciences, Social Sciences), including a lab science course, will be exempt from Component Two of the Utica College Core Program.

Transfer students with at least 30 credit hours designated as liberal arts and sciences courses by Utica College, but fewer than two courses in any of the three areas or lacking a lab science must take additional courses in the area or areas of Component Two: Understanding from Multiple Perspectives, where two courses have not been completed. To complete Component Two of the Utica College Core Program the student must take additional courses to equal two courses in each of the three areas of Component Two (Humanities, Natural Sciences, Social Sciences), including a lab science course.

Transfer students with fewer than 30 credit hours of liberal arts and sciences courses must complete all of the requirements for Component Two of the Utica College Core Program.

Partial Core Exemption Component Three:

Integrated Writing: Transfer students matriculating from another institution without an Associate's degree or with fewer than 57 credit hours from a 4-year college must complete 6 credit hours in courses designated as "writing intensive" to complete Component Three: Integrated Writing of the Utica College Core Program.

(Students seeking an exemption from Written Communication I or Written Communication II should apply to the Basic Studies Committee of the English department in their first semester at Utica College.)

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

Financial Aid

General Policy Statement

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

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

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

Types of Assistance

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

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

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

Available Financial Aid

Undergraduate On-Ground Students

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

- Direct aid from Utica College

Utica College awards a number of grants based on a student's financial need. Students eligible for these awards will see them reflected in the financial aid award notice.

- Federal and state grants

Federal Pell Grants

Pell Grants are awarded based strictly on the student's Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is \$6,95 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

Federal Supplemental Education Opportunity Grants (SEOG)

SEOG funds are awarded to Pell-eligible undergraduate students based on their overall financial need. These funds are awarded to students directly by the College and are limited to the funds allocated to the College by the U.S. Department of Education. Students eligible for these awards will see them reflected on the financial aid award notice.

New York State Tuition Assistance Program (TAP)

TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to \$5,165. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at <https://www.tap.hesc.ny.gov/totw/> annually.

- Scholarships

Utica College offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need.

Link scholarships, grants and awards: <http://www.utica.edu/finance/sfs/options/index.cfm>

- Student employment opportunities

Federal Work Study (FWS)

FWS funds are awarded to undergraduate students based on their overall financial need. These funds are awarded to students directly by the College and are limited to the funds allocated to the College by the U.S. Department of Education. Students eligible for these awards will see them reflected on the financial aid award notice.

- Student loans

Federal Direct Loans

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

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

Borrowing limits for each academic year depend on your class level:

- \$5,500 Freshmen (maximum \$3,500 may be subsidized)

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

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

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

Interest rates

Direct subsidized:

- The interest rate for Federal Direct Subsidized Loans is fixed and is determined June 1 each year.

Direct unsubsidized:

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

Loan Repayment

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

Federal Perkins Loans

The Federal Perkins Loan Program is a loan option available for students that demonstrate exceptional financial need. Available Perkins funds are determined on repayment by prior loan recipients. Because of this, the pool of available Perkins loan funds is limited even in cases of financial need, so not all aid applicants can be offered Perkins loans.

Additional information on the Perkins Loan:

- Maximum Award amount is \$5,500 per year with a lifetime maximum loan of \$27,500
- 5.0% fixed interest rate
- No interest is charged while enrolled in college at least half-time or during the nine-month grace period after leaving school
- Standard repayment period on the loan is 10 years

Federal Direct PLUS Loans

The Federal Direct PLUS program is a popular financing option for parents of undergraduate students.

- Borrow any loan amount up to the total cost of attendance determined by Utica College, less any awarded financial aid
- The fixed interest rate is fixed for the life of the loan and is determined annually on June 1.
- An origination fee is determined annually on October 1.
- A credit check is conducted when you begin the loan application process
- If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.

- Students with a status of "freshman", or "sophomore", will receive an additional \$4,000, while students of "junior", and "senior", status will receive an additional \$5,000.
- Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

Loan Repayment

For parents of undergraduate students repayment begins within 60 days after the loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.

Alternative Educational Loans

Alternative loans are another option to fill in the gap between the offered aid and the total cost of attendance.

Students wanting more information about alternative loan programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders.

www.utica.edu/loan-compare

Undergraduate Online Students and Undergraduate Accelerated Bachelor of Science in Nursing (ABSN) Students

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

- Federal and state grants
Federal Pell Grants

Pell Grants are awarded based strictly on the student's Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is \$6,095 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

New York State Tuition Assistance Program (TAP)

TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to \$5,165. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at <https://www.tap.hesc.ny.gov/totw/> annually.

- Student loans
Federal Direct Loans

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

- Direct subsidized loans are interest-free while enrolled in college
 - Direct unsubsidized loans accrue interest while enrolled. Students can choose to pay the interest each month while in school, or allow the interest to accumulate.
- Borrowing limits for each academic year depend on Student's class level:

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

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

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

Interest rates

Direct Subsidized:

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

Direct Unsubsidized:

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

An origination fee is deducted from each disbursement. The fee is determined annually on October 1.

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

Loan Repayment

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

Federal Direct PLUS Loans

The Federal Direct PLUS program is a popular financing option for parents of undergraduate students.

Borrow any loan amount up to the total cost of attendance determined by Utica College, less any awarded financial aid.

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

An origination fee is deducted from each disbursement. The fee is determined annually on October 1.

A credit check is conducted when you begin the loan application process.

If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.

Students with a status of "freshman", or "sophomore", will receive an additional \$4,000, while students of "junior", and "senior", status will receive an additional \$5,000.

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

Loan Repayment

For parents of undergraduate students repayment begins within 60 days after your loan is fully disbursed and lasts ten years. Parent borrowers may contact the Direct Loan Servicing Center to request deferment of monthly payments while the student is in school.

Alternative Educational Loans

Alternative loans are another option to fill in the gap between the offered aid and the total cost of attendance.

Students wanting more information about alternative loan programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders.

www.utica.edu/loan-compare

Special Aid Programs

Higher Education Opportunity Program (HEOP) Grants:

Limited to full-time undergraduate on-ground students

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

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

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

Rights and Responsibilities. Students must continue to make satisfactory academic progress. Contact the Office of Student Financial Services for details.

Collegiate Science and Technology Entry Program (CSTEP):

Limited to full-time undergraduate on-ground students

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

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

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

Aid for Part-Time Study (APTS):

Application Procedure. Application is made through the Utica College Office of Student Financial Services on an APTS application.

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

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

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

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

Application Procedure. Application forms may be obtained from the Bureau of Indian Affairs Office. An application is necessary for each year of study.

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

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

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

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

Veterans (VA) Educational Benefits

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

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

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

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

Montgomery GI Bill (Selected Reserve)

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

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

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

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

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

Army and Air Force ROTC

Limited to full-time undergraduate on-ground students

The Army ROTC program offers tuition scholarships that are awarded at different rates depending on the needs of the Army. There are also awards available for books and a monthly stipend to qualified students. The Air Force ROTC program offers tuition scholarships that are awarded depending on the needs of the Air Force. There is also a monthly stipend for qualifying students. Program availability is described in the "Academic Policies and Procedures" section of this catalog. Specific information on scholarships may be obtained by writing the Professor of Military Science (Army), Room 308, Archbold Gym, or the Professor of Aerospace Studies (Air Force), 303 Archbold Gym North, at Syracuse University, Syracuse NY 13244-1140. The telephone number for the Army is (315) 443-2462. The telephone number for the Air Force is (315) 443-2461.

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

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

Adult Career and Continuing Education Services - Vocational Rehab (ACCES-VR)

Application Procedure. Students with disabilities may obtain a list of local VESID offices from their state's education office.

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

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

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

Students should send the Office of Student Financial Services a statement indicating total benefits ACCES-VR will cover.

Tuition Assistance for Vietnam Veterans

Application Procedure. A special application must be filed with the New York State Higher Education Services Corporation (HESC), Albany, NY 12255. An application must be filled after January 1.

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

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

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

The Fry Scholarship for Fallen Military Service members

Application Procedure. A special application can be downloaded from <http://www.vba.va.gov/pubs/forms/VBA-22-5490-ARE.pdf>

Selection of Recipients and Allocation of Awards. Children of those who died in the line of duty and surviving spouses can be eligible for this scholarship opportunity. Recipients and allocation of awards will be determined by the Department of Veteran Affairs. For more information visit http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp

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

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

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

Award Schedule. Award amounts vary with tuition.

State Aid to Native Americans

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

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

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

Award Schedule. The award is \$1,000 for 12 or more credits per semester; the award is prorated if less than 12 credits.

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

Financial Consumer Information

Conditions to Federal Financial Aid

- Selective Service Registration (Men Only) <http://www.sss.gov/>
Federal regulations, as confirmed by the Supreme Court ruling issued on June 24, 1983, require all federal financial aid recipients to complete a Statement of Education Purpose/Registration Compliance.

You will be required to complete this before any federal aid funds may be disbursed to you. These funds include: Federal Perkins Loan, Nursing Student Loan, Federal Supplemental Educational Opportunity Grant, Federal Pell Grant, Federal Work-Study Program, Direct Loans, and Direct PLUS Loans.

- Title IV Authorization

Federal regulations require completion of a Title IV Authorization for use of federal student aid to pay for allowable educationally related charges other than tuition, fees, room and board (if the student contracts with the school). Can be rescinded in writing at any time to Student Financial Services.

- Academic Status

All financial aid awards carry these stipulations:

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

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

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

At the end of each academic year, undergraduate students must have completed a cumulative GPA of 1.4 or better after their first academic year and a 2.0 or better after their second academic year and beyond. In addition, **undergraduate** students must have successfully completed at least 67% of the credit hours they attempted at the end of each academic year.

- Financial Aid Recipient Withdrawals

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

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

- Failure to Withdraw Officially

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

Failure to withdraw officially will result in the registrar office determining a last day of attendance or last date of academic activity, and the student going through the Title IV earned aid calculation.

Rights and Responsibilities

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

Student Rights

Students have the right to know:

- all available aid programs
- program application deadlines
- aid distribution methods and the policies and the financial resources considered when calculating your aid
- the extent your determined financial need was met
- the College's refund policy
- College standards for satisfactory academic progress and what happens if you don't meet them
- the amount of grant aid
- if the aid includes loans
 - how much must be repaid
 - the interest rate(s)
 - pay back procedures
 - the length of time to repay
 - the time repayment must begin

Student Responsibilities

Students' responsibilities are to:

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

Things to Remember

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

Students receiving Federal Perkins must complete a promissory note before funds can be credited to their accounts.

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

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

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

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

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

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

Confirming the Financial Aid Award

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

Loan Information

- Federal Direct Student Loans
Master Promissory Note

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

Entrance Counseling

First time Federal Direct Student Loan (**Subsidized/Unsubsidized**) borrowers at the Utica College must complete the online loan entrance counseling before loan funds can be disbursed. Completion of the loan entrance counseling is a federal requirement that discusses your rights and responsibilities as a Federal Direct Student Loan borrower. Entrance counseling is completed electronically at <https://studentloans.gov>.

Exit Counseling

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

- Federal Perkins Loans

Entrance counseling is included in the master promissory note for the Federal Perkins Loans and is required of any first time borrower under the Perkins Loan Program and must be complete before a Perkins loan can be disbursed. Entrance Counseling explains how the Perkins loan process works as well as informs borrowers of their rights and responsibilities. Entrance counseling is completed electronically at <https://www.ecsi.net/promu9/>.

Exit counseling is required of any Perkins loan borrower, who graduates, separates or drops below half-time enrollment. Students are informed of the exit counseling requirement in writing via US mail. Exit counseling is completed electronically at www.ecsi.net. An exit hold which will prevent the student from receiving diplomas, grades and transcripts and registering for a future term is applied to a borrower's account when notification is sent. Once electronic confirmation that exit counseling is complete is received from the National Student Loan Data System the hold is removed. Completed exit files are downloaded regularly.

Repayment

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

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

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

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

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

Students Applying for Admission and Applying for Aid for 2019-2020

<http://fafsa.gov>

1. Students must file the 2019 - 2020 FAFSA (online method preferred) so it is received by Utica College.

Accepting the Award

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

Students Currently Matriculated and Applying for Aid for 2019-2020

<http://fafsa.gov>

1. Students must file the FAFSA (online method preferred) to the Federal Student Aid Processor.

Accepting the Award

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

All Students - Appeal

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

1. Submit a letter of appeal to the Office of Student Financial Services. The appeal will be reviewed by the Financial Aid Committee. The committee will not review requests for changes of an individual award that entail a revision of general policies.

Academic Standards

Federal Satisfactory Academic Progress

Policy For Undergraduate 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 undergraduate 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. Note that the criteria for the New York State Tuition Assistance Program satisfactory academic progress differs from the federal and Utica College satisfactory academic progress criteria.

Financial Assistance Programs Affected

Federal Programs

- Pell Grant
- Perkins Loan
- Supplemental Educational Opportunity Grant (SEOG)
- Federal Work-Study
- Direct Loan
- Parent Loan (PLUS) for Undergraduate Students

Institutional Programs

- Utica College Endowed Scholarships
- Utica College Grant

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 freshmen and new transfer 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 Senior Associate Director of Student Financial Counseling. Students will be notified of their failure to meet the SAP guidelines via a letter from the Office of Student Financial Services.

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:

All undergraduate students must earn 67% credits attempted per year and;

Maintain a cumulative GPA of 1.4 or better after their first academic year and a 2.0 or better after their second academic year and beyond.

Undergraduate students must complete their degree within maximum timeframe of 150% of the published length of the program.

Earned credit hours include:

Grades of A through D- or S (with credit)

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

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

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U)

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

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

Maximum Time Frame for Degree Completion

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

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 Office of Student Financial Services.

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

The appeal must be submitted to the 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.

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.

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, D, F, or Pass.

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

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

New York State Tuition Assistance Program (TAP) Satisfactory Academic Progress

POLICY FOR UNDERGRADUATE FINANCIAL AID APPLICANTS

The New York State Education Department regulations regarding eligibility to receive Tuition Assistance Program (TAP) and all other New York State Scholarships require that students be in good academic standing. To maintain good academic standing a student receiving a general or academic performance award must: (1) make satisfactory academic progress (SAP) toward the completion of his or her program's requirements, and (2) pursue the program of study in which he or she is enrolled. The two elements of satisfactory academic progress and program pursuit must be met for each term of study in which a State award is received.

To be making satisfactory academic progress toward a degree, students must maintain specified grade point averages and proceed through the program at a pace leading to completion within a specified time frame. Note that the criteria

for the New York State Tuition Assistance Program satisfactory academic progress differs from the federal and Utica College satisfactory academic progress criteria.

The tables below illustrates the specific requirements needed to receive TAP. It is important to note that the number of credit hours that must be completed and earned depends on the number of TAP payments the student has received, not on the year of enrollment. Visit the NYS HESC website (www.hesc.ny.gov) for full information.

Effective 2011-12 for non-remedial students receiving first New York State award payment in 2010-11 and thereafter:

BACHELOR'S DEGREE • FULL-TIME								
# of TAP Payments	1	2	3	4	5	6	7	8
Cumulative number of hours passed	6	15	27	39	51	66	81	96
GPA	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0

Students enrolled in the HEOP program are eligible for ten TAP payments. The maximum number of payments for all other students is eight.

BACHELOR'S DEGREE • FULL-TIME • HEOP										
# of TAP Payments	1	2	3	4	5	6	7	8	9	10
Cumulative number of hours passed	3	9	21	33	45	60	75	90	105	120
GPA	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Pursuit of Program

Successful pursuit of the program requires students to enroll in courses that apply to their primary program of study. In pursuit of the program of study, students must enroll in a certain number of credit hours each semester and earn a specific number of credit hours for that semester. Program pursuit is defined in regulations as completing (getting a grade in) a percentage of the minimum full-time course load in each term an award is received. The percentage, as specified in regulations begins at 50 percent of the minimum full-time course load in each term of the first year an award is received, to 75 percent in each term of the second year an award is received, to 100 percent in each term of the third year an award is received and thereafter. Please see the chart below:

Semester	Must receive a grade for
1, 2	50% of minimum full-time requirement (6 credit hours on a semester calendar)
3, 4	75% (9 credit hours)
5 or more	100% (12 credit hours)

Pursuit is an effort or completion requirement rather than an achievement requirement, so courses in which a student receives either passing or failing grades can be used to satisfy the pursuit requirement. Thus, grades of A through F and any other grade that indicates the student completed the course and all necessary assignments (e.g., P, S, U, R) are acceptable to meet the pursuit requirement. W grades or any grade which indicates the student failed to complete the course or assignments cannot be used to satisfy the pursuit requirement. Incomplete (I) grades can be used to meet the pursuit requirement providing college policy requires the grade to be resolved to a passing or failing grade no later than the end of the subsequent term. *(It is the responsibility of the student to notify the Office of Student Financial Services when the incomplete grade is changed to a letter grade.)*

Grades earned in remedial courses as well as credit-bearing courses can be included in meeting the pursuit requirement.

Note: Credit-bearing courses in the student's minimum full-time course load (12 semester hours or the equivalent) must consist of courses applicable to the student's program of study as a general education requirement, major requirement, or elective. The only exception is in the student's final term of study: if the student needs fewer than 12 credits to complete the program, other courses may be included to determine full-time status even if not required to complete graduation requirements.

Failure to meet Pursuit of Program will result in the loss of state financial aid eligibility.

Failure to Meet Satisfactory Academic Progress

Students failing to meet Satisfactory Academic Progress standards will lose their state financial aid eligibility. They will be notified in writing of their status by the Office of Student Financial Services.

Students who have lost good academic standing may restore this standing in one of the following ways:

- Make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships;
- Be readmitted to school after an absence of at least one calendar; or
- Transfer to another institution.
- Be granted a state SAP appeal

Neither paying for one's classes nor sitting out a semester is sufficient to re-establish the state 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 state financial aid.

The Office of Student Financial Services will notify students who fail to meet the New York State criteria for receiving TAP. These students will receive an academic deficiency letter indicating how they lost TAP eligibility and what is required in order to re-establish TAP eligibility.

Students found ineligible to receive their next TAP payment may have their eligibility for that payment restored if an unusual or extraordinary circumstance contributed to the student's lack of satisfactory academic progress. The student may submit a written appeal to the Office of Student Success detailing the extenuating or mitigating circumstances and provide documentation where applicable.

Appeal Process

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

The appeal must be submitted to the Office of Student Success for evaluation. The Executive Director of Student Success will respond to the appeal in writing.

Please be aware that an appeal may only be approved once. Students who lose TAP eligibility a second time can only re-establish eligibility for future TAP payments 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.

Failure to Meet Academic Standards

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

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 attended classes. This return calculation is not the same as the College's tuition refund policy.

A simple equation to explain the process is:

$(\% \text{ of term completed}) \times (\text{total aid awarded}) = \text{earned aid}$
 $(\text{Total aid awarded}) - (\text{earned aid}) = \text{unearned aid to be returned to the federal government}$

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 Office of Student Financial Services immediately regarding the financial implications of this decision.

Withdrawals 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 versus the number of days the student was scheduled to attend in the payment period. The new regulations prevent students from enrolling in modules spanning the period, completing a portion of the period, and retaining all aid for the period.

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

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

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

If the answer is YES, go to question 2.

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.

Refund Policies

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 Counselor in the Office of Student Financial Services 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 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 and Hybrid Students

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

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

Undergraduate Online and Hybrid 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

Undergraduate Accelerated Bachelor of Science in Nursing (ABSN) Students

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

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

- Tuition (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

Annual Cost of Attendance 2019-2020

Utica College's current undergraduate tuition rate, as well as direct and indirect costs for full-time residential students, are provided below. Note: You must be registered for at least 12 new credits each semester to be considered a full-time undergraduate student.

Full-Time - Utica College's current undergraduate tuition charge, direct and indirect costs for full-time residential students. These rates are based on enrollment of 12 - 19* credit hours.

**Estimated
Annual Cost of Full-Time
Attendance
Main Campus
(effective Summer 2019)**

**Annual Billable Costs - Fall and
Spring Semesters**

Tuition	21,560***
Room and board (average):	11,670***

Fees:		
Technology	\$200	\$550
Health and Safety	\$200	
Student Activity	\$150	

Non-billable Expenses

Books and supplies	\$1,400
Transportation	\$580
Personal expenses	\$1,100
Loan Fees	\$84
Additional Fees	
Health Insurance ⁺	
Fall (5 months):	\$748.20
Spring/Summer (7 months):	\$1,041.48

*For each credit hour above 19 there will be an additional per credit hour charge

**Divide annual amounts in half to determine per semester charges for full-time students. Enrollment for Summer Session classes are an additional charge.

***Room and board charges reflect students who reside in a double room and who participate in the Gold Meal Plan. Students not residing in the residence halls or not purchasing a meal plan will not incur these charges.

*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 www.cdphp.com/uticacollege - **Deadline for waiver for Fall 2019 is 9/15/19 and for Spring 2020 is 1/26/20.** 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.

Part-Time (Enrolled in less than 12 credit hours) Undergraduate Students for 2019-2020 Academic Year

Matriculated Students	Tuition and Fees
Matriculated Ground Campus Students (per credit)	\$718
Technology Fee (per semester)	\$50

Non-Matriculated Students	Tuition and Fees
Non-matriculated Ground Campus Students (per credit)	\$417
Technology Fee (per semester)	\$50

Online Programs

The following are estimated figures for the 2019-2020 academic year (Summer 2019, Fall 2019 and Spring 2020). Tuition is based on the number of credit hours taken. There is financial aid for students who qualify.

Utica College school policy states that an undergraduate student matriculated into an online program is at full-time status if they are enrolled in twelve (12) credits per semester. An online undergraduate student is considered half-time if they are enrolled in at least six (6) credits per semester.

Fees

- Distance Learning Fee: **\$70 per online course**

- Graduation Fees: Undergraduate - **\$55**
- 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)

Undergraduate Online Programs

Program Name	Tuition per Credit Hour
B.S. in Criminal Justice	\$450
B.S. in Cybersecurity	\$475
B.S. in Fraud and Financial Crime Investigation	\$450
Certificate in Financial Crimes Investigation*	\$450
RN to BS Nursing Program	\$395
Cybersecurity Technologies Certificate	\$475
Cyber Crime and Fraud Investigation Certificate	\$475
Cyber Network Defense Certificate	\$475

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

Books and supplies \$350

Living Allowance \$2485

Personal Expenses \$550

Loan Fees \$57

* Gainful Employment Information

ABSN TUITION AND FEES*

Tuition - \$833.00 per credit hour (effective Summer 2019)

Program Fees - \$340.00 per semester

Book Fee - Term 1 \$933.00, Term 2 \$839.00, Term 3 \$110.00

ABSN Students

Tuition and Fees

Semester 1 - 16 Credit Hours

Tuition - per semester	\$13,600.00
Program Fee - per semester	\$ 340.00
**Book Charge	\$ 993.00
Total Cost Semester 1	\$14,933.00

Semester 2 - 17 Credit Hours

Tuition - per semester	\$14,450.00
Program Fee - per semester	\$340.00
**Book Charge	\$839.00
Total Cost Semester 2	\$15,629.00

Semester 3 - 16 Credit Hours

Tuition - per semester	\$13,600.00
Program Fee - per semester	\$340.00
**Book Charge	\$110.00
Total Cost Semester 3	\$14,050.00

Semester 4 - 13 Credit Hours

Tuition - per semester	\$1,050.00
Program Fee - per semester	\$ 340.00
Total Cost Semester 4	\$11,390.00

*Fees include:

- Uniforms (1 sets of scrubs)

- Original Photo ID Badge
- Kaplan Testing
- General College Fees (technology fee, graduation fee, student activity fee, malpractice fees, lab fees)

**Book Fee is subject to change by the Publisher

What costs are NOT COVERED and billable?

- **Health Insurance (required to carry)
 - Summer 2019 - \$474.85
 - Fall 2019 -\$748.20
 - Spring 2020 - \$596.56
 - Summer 2020 - \$449.92

What costs are NOT COVERED and non-billable?

- Transportation - \$859
- Living Expenses - \$5,018
- Personal Expenses - \$550

* *College reserves the right to make cahnges to its published tuition and fees when necessary.*

Health insurance is required to carry. Utica College will charge your account to ensure the requirement. If you carry your own health insurance, this charge can be waived at www.utica.edu/health-waiver. **Deadline to waive the insurance for Summer 2019 is May 18, 2019. Deadline to waive the insurance for Fall 2019 is Sept 15, 2019. 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.

Net Price Calculator

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

<http://www.utica.edu/npc>

Tuition and Expenses

Return to: General Financial Information

Undergraduate, on-ground tuition at Utica College is payable on a per semester basis, plus a student activities fee, a technology fee and a health and safety fee. In addition, there is a fee per term for each laboratory science course and for occupational therapy laboratory courses. In the face of rising costs, charges will be subject to change. **Students should add funds to their annual college budget for books and supplies.**

Undergraduate students and Accelerated Bachelor of Science in Nursing (ABSN) students should consult the Utica College website for program tuition and fee charges.

Students who plan to live in the residence halls should budget accordingly. See "Schedule of Tuition, Fees, and Deposits" at <http://www.utica.edu/enrollment/>

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

Payment Plan

Although semester balances are due and payable by a designate date for graduate and undergraduate on-ground students, payment plans are available for the Fall and Spring terms. To enroll in Utica College's Payment Plan the student must log in to his/her Banner Web account. Select Enter a Secure Area, enter username and password, and then enter Student Services; Student Account; Access my Account, and choose the appropriate option. The undergraduate student must pay a down payment of one fifth the semester balance and a \$75 enrollment fee before the billing due date. The remaining balance will be payable in four installments during the course of the semester. Graduate and undergraduate on-ground students should refer to <http://www.utica.edu/finance/sfs> for important dates and deadlines listed on your payment guide.

Online and ABSN students have a four-payment plan with one-fourth due four days before classes begin. Online and ABSN students should refer to the Academic Calendar for important dates and deadlines.

Credit Hour Charges

Full tuition is charged for both day and continuing education students for 12 credit hours with a maximum of 19 hours for all majors. For each credit hour above this limit, students will be charged a per credit hour rate.

Permission to register for more than nine credits during the summer session will be granted only with approval of the school dean (for matriculated students).

Undergraduate, on-ground students carrying less than 12 hours are charged at a per credit hour rate.

Independent study, not part of a full-time program, is charged at the undergraduate on-ground rate, when taken.

Tuition for experience credit is \$389 per credit hour.

Online and ABSN students should refer to the Utica College website for specific program rates.

Financial Responsibility

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

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

Schedule of Tuition, Fees, and Deposits

Full Time Fees

Full-time, on-ground Tuition (per semester)	\$10,780
Student Activity Fee (per semester)	\$75
Technology Fee (per semester)	\$100
Health and Safety Fee (per semester)	\$100
Excess Credit Tuition (per credit hour)	\$718
Part-time Tuition for matriculated student (per credit hour, less than 12 hours)	\$718

Tuition that differs from undergraduate on-ground available online.

One-Time Fees

Application Fee (new students only)	\$40
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Academic Service Fees

Technology Fee - per semester (students enrolled in less than 12 hours)	\$50
Film Course Fee	\$50
Laboratory Fee* (per course for laboratory science, and occupational therapy laboratory, studio, and workshop courses)	\$65
Gross Anatomy Laboratory Fee (Biology 201, Physical Therapy 201)	\$150
Graduation Fee	\$55
Distance Learning Support Services - per course (full-time and part-time students)	\$70

Administrative Service Fees

Affiliation Change Fee	\$60
Payment Plan Enrollment Fee for on-ground students (per semester) . . .	\$75
Late Payment Fee:	\$50
Paper Transcript Fee	\$5
Insufficient Funds Check Fee (per return by bank)	\$30

Deposits

Accepted Candidate Deposit For New Students (all students) (Non-refundable after May 1 for on-ground students)	\$ 300
HEOP Deposit	\$200
Room Deposit For Returning Resident Students	\$200
Deferred Enrollment Deposit (non-refundable)	\$200
Gymnasium Locker Deposit	\$5

All fees and deposits listed above are for the 2019 - 2020 academic year.

Schedule of Room and Board Charges

Room Accommodations	Room & Board Platinum Plan (unlimited access & \$200 bonus per term)	Room & Board Gold Plan (unlimited access & \$100 bonus per term)	Room for Summer Weekly Rate	Winter Per Session

	<i>Year</i>	<i>Term</i>	<i>Year</i>	<i>Term</i>		
North & South Halls						
Double	\$11,780	\$5,935	\$11,670	\$5,835	\$150	\$275
Triple (see note)	\$10,444	\$5,222	\$10,244	\$5,122	-	-
Single	\$12,528	\$6,264	\$12,328	\$6,164	\$200	-
Single/Double, if available	\$13,560	\$6,780	\$13,360	\$6,680	\$240	-
Alumni Hall						
Double	\$12,134	\$6,067	\$11,934	\$6,067	-	-
Triple (see note)	\$10,676	\$5,338	\$10,476	\$5,238	-	-
Single/Double, if available	\$13,902	\$6,951	\$13,702	\$6,851	-	-
Burrstone/Ramada House						
Double	\$11,906	\$5,953	\$11,706	\$5,853	\$150	\$275
Triple (see note)	\$10,500	\$5,250	\$10,300	\$5,150	-	-
Single/Double, if available	\$13,664	\$6,832	\$13,464	\$6,732	\$240	-
Boehlert, Tower and Bell Halls						
Double	\$12,406	\$6,203	\$12,206	\$6,103	\$160	\$275
Triple (see note)	\$10,894	\$5,447	\$10,694	\$5,347	-	-
Single	\$13,000	\$6,500	\$12,800	\$6,400	\$210	-
Single/Double, if available	\$14,290	\$7,145	\$14,090	\$7,045	-	-

Pioneer Village	
Blue - Mandatory 90 meals + 5 guests	\$750
Orange - optional upgrade 180 meals + 5 guests	\$1,500

Off campus housing

2019-2020	
Grandview Ave./Fox Place	\$2,678
Wesley Ave	\$2,678
Ney Ave. Grad Assistants	N/A
Burrstone	\$2,697

NOTE: Tripling may occasionally be necessary due to space constraints. On those occasions, the triple room rate reflects a twenty-percent discount from the double room rate for the respective Residence Hall. The double room rate will apply for students electing to remain in a triple room when double rooms become available.

Scholarships, Grants and Awards

Return to: General Financial Information

Utica College offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need. For more information, see www.utica.edu/finance/sfs/options/index.cfm.

Student Life

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

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

- Frank E. Gannett Memorial Library
- Learning Commons - providing tutoring on a drop-in basis through the Math and Science Center and Writing Center
- Tutorial services - provided through the Office of Opportunity Programs
- Office of Learning Services
- Office of Student Success
- Office of Graduate Studies (OGS)
- School of Online and Extended Studies (SOES)

For information on co-curricular activities, living and dining on campus, and other services that will help you be successful, you will want to check out information related to the following offices that will provide you with support, services and additional resources:

- Campus Dining Services
- Office of Campus Safety

- Student Living & College Engagement
- Office of Student Conduct and Community Standards
- Office of Student Affairs
- Student Wellness Center
 - Student Counseling Center
 - Student Health Center
 - All full-time undergraduate 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. All international students and international visiting faculty are required to take the Utica College international health insurance plan. There is no waiver of this plan. Information on the student health insurance is available at the Student Health Center at (315) 792-3094 or visit the following link: <http://www.utica.edu/finance/sfs/index.cfm>.

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.

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

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

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

- Office of Career Services
- Utica College Alumni Association
- Office of Alumni and Parent Relations

You can find information about these areas and more in the **Student Handbook** located in the drop-down menu at the top right of this page.

Academic Policies and Procedures

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

"Free inquiry and free expression are essential attributes of the community of scholars. As members of that community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and to respect general conditions

conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility."

The regulations published in this catalog and the Student Handbook have been established and endorsed by the representative governing bodies that establish the academic and behavioral standards expected of all members of the Utica College community.

Students are held responsible for abiding by all regulations outlined in the catalog and the Student Handbook. While they may seek the advice of a counselor, final responsibility for any decision reached or action taken is theirs.

THE COLLEGE RESERVES THE RIGHT TO CANCEL ANY COURSE IF NECESSARY AND TO MAKE CHANGES IN REGULATIONS, CURRICULA, AND FEES AT ANY TIME.

Absences

Instructors establish the attendance requirements for each of the courses they teach. Instructor expectations regarding absences (for any reason) and parameters for making up late or missed work may differ and are usually outlined in the syllabus for each class. If a student incurs excessive absences in a course, his or her grade may be lowered or he or she may receive an F for the course. Only the instructor can excuse a student from class.

In the event that a student has been/will be absent from class for reason due to illness, injury, or family emergency, students are responsible for notifying their instructors and for consulting with each of them to explore whether and how they may be able to make up the missed work. Courtesy absence notices may be sent to instructors from the Office of Student Affairs if the student has been or will be absent for three or more consecutive class days due to an illness, injury, or family emergency, if the office is notified of this by the student, their parent or guardian, a UC professional staff member, or a healthcare professional (with the student's consent). Similarly, with the student's consent, the Student Health Center may verify to an instructor that the student was seen on a specific date for medical reasons. Absence notifications from these offices are not intended to be and do not constitute an official excuse for missing class.

Although religious holidays are not reflected in the academic calendar, Utica College does recognize the right of each student to observe religious holidays and other religious commitments. If a student wishes to observe religious commitments that will conflict with class times or other class-related activities, it is the student's responsibility to notify faculty members well in advance in order to work with faculty members to find an accommodation that satisfies both the learning goals of the class and the religious commitment of the student.

Academic Appeals

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.

Acceleration of Study

Students may accelerate the completion of their programs of study by taking courses during UC's Summer Session or by taking extra courses during the academic year with the approval of the dean of the school in which they are majoring. In some cases, the approval of the provost and vice president for academic affairs may also be necessary. See "Special Admission Programs" in the "Admission to Utica College" section of this catalog for other opportunities.

Advanced Placement and International Baccalaureate

Utica College awards college credit to students who have participated in the Advanced Placement program (AP) and the International Baccalaureate program (IB) and taken the AP and IB exams. Students who have taken AP or IB exams in high school must request that their official test scores be sent directly from the College Board or the International Baccalaureate Organization to the Office of Undergraduate Admissions, even if the exams or coursework are reflected on prior high school or college transcripts. Please see the AP and IB sections on the Utica College Transfer Admissions website for further information regarding course equivalencies and corresponding scores needed for transfer credit eligibility.

AP and IB equivalencies will be reviewed periodically and are subject to change. Students will receive the equivalency that is in effect at Utica College at the time of their matriculation. Credit awarded will not affect a student's grade point average at Utica College. The total number of credits transferred may affect a student's eligibility for Graduation Honors. Please see the section on Graduation Honors for information about residency requirements.

International Baccalaureate (IB) Equivalencies

Advanced Placement Equivalencies

Limits: Policies governing the evaluation of transfer credit will apply.

Subject Examinations of the College-Level Examination Board

Time: Before or during attendance at Utica College.

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

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

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

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

Dual Enrollment or Bridge Coursework

College credits may be earned through Dual Enrollment or Bridge courses completed while in high school. Students should have an official transcript sent from the credit-granting institution sent directly to the Office of Undergraduate Admissions, even if the coursework is reflected on their high school transcript.

Limits: Procedures governing the evaluation of transfer credit will apply

College-Level Examination Program (CLEP)

CLEP provides a mechanism for students to meet the requirements of a class through examination. Utica College recognizes students' prior learning by accepting the CLEP tests indicated in the CLEP equivalencies chart posted on the

Utica College Transfer Admissions website. CLEP equivalencies will be reviewed periodically and are subject to change. Scores must be at or above the 50th percentile.

Approvals: Students planning to take CLEP tests while at Utica College are urged to do so no later than the semester before they expect to graduate. Matriculated students must obtain approval from their adviser, school dean and the registrar through a Permission to Study form and (if applicable) a Residency Waiver. Permission will not be given to repeat a CLEP exam.

Limits: A maximum of 15 CLEP credits will be accepted.

College Proficiency Examinations

Time: Before or during work at Utica College.

Place: As directed by the agency administering the exams.

Credit: Up to six semester hours for each examination, the credit not to exceed the amount assigned to an equivalent course at Utica College. **The minimum acceptable grade is P, C, or 50, depending on how the grade is reported.**

Cost: Only the fee paid to the agency administering the exams.

Approvals: Matriculated students must complete a Permission to Study Form with approvals from their adviser, the school dean, and the registrar.

Credit from Noncollegiate Institutions

Time: Before or during work at Utica College.

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

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

Cost: None.

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

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

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

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

Credit: Variable, based on the USAFI or DANTES catalog. **Minimum scores required are 20 for Subject Standardized Tests and S for End-of-Course Tests or Subject Examinations.**

Military Service School Credit

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

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

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

Cost: None.

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

Credit Earned through Correspondence Courses

Time: Any time before graduation from Utica College.

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

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

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

Veterans' Credit for Physical Education

Time: After matriculation at Utica College.

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

Cost: None.

Approvals: Those of the adviser and the school dean.

Advising

Each semester, on-ground students meet with their academic adviser to obtain their registration PIN. Online and hybrid students receive their registration PIN from their Success Coach or academic adviser.

Auditing

A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor, without charge. Registration is required.

Part-time or non-matriculated students who wish to audit a course may do so, with the permission of the instructor, provided they register for the course and pay the tuition charge.

An auditor receives a grade of AU and does not participate in course examinations or other work except at the option of the instructor. A student may change from audit to credit status no later than the second week of classes.

Averages

Students can compute their grade point average for each semester by dividing the number of quality points they receive by the number of passed hours of course work (credit hours received for P grades do not count for the purposes of G.P.A. calculations). Their cumulative grade point average can be computed by dividing the total of all quality points they have been awarded by the total number of passed hours (credit hours received for P grades or certain other grades described in the section on "Repeating a Course" do not count for the purposes of G.P.A. calculations).

Awarding a Posthumous Degree

A family member of a deceased student or other interested parties may make a request to the Office of the President for a posthumous degree.

To be eligible, an undergraduate student must have been enrolled at the time of death, in good academic standing, and have earned a minimum of 105 credits. A graduate student must have been enrolled at the time of death, in good academic standing, and have satisfactorily completed a minimum of 75% of the coursework towards a graduate degree.

Under special circumstances, the President may grant the awarding of a posthumous degree for an undergraduate student who has completed fewer than 105 credits or a graduate student who has completed less than 75% of the degree coursework.

Collegiate Science and Technology Entry Program (CSTEP)

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

For additional information, contact the Office of Opportunity Programs or the Office of Admissions. CSTEP is available to students in on-ground programs.

Conduct Withdrawal

Conduct withdrawal occurs in circumstances where the College deems it necessary that a student be involuntarily removed from one or more classes based on student conduct. Only the Office of the Registrar may conduct withdraw students, and only at the written direction from the President, the Provost, or the Director of Student Conduct & Community Standards. Students who have been conduct withdrawn will receive a CW (Conduct Withdrawn) code for

the course or courses. Students who are conduct withdrawn from all courses and the College will be given a student status of "Conduct Dismissal" and a conduct hold will be applied to the student's account.

Confidentiality for Student Employees

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

Course Cancellation Policy

The College reserves the right to cancel any course if necessary and to make changes in regulations, curricula, and fees at any time.

Course Numbers

A brief summary of the Course Numbering Guidelines for all courses is given below.

- 000-099 Remedial and non-credit courses
- 100-199 First-year courses
- 200-299 Sophomore-level courses
- 300-499 Junior- and Senior-level courses
- 500-599 Joint undergraduate and graduate courses
- 600-799 Graduate-level courses

The first digit should indicate level. The third digit may indicate the type of course. For example:

1. Two-semester courses which need to be taken sequentially will have one and two as the third digit, e.g. ENG 101 and 102.
2. Courses which do not have to be taken in sequence will have five (5) and six (6) as the third digit, e.g. LIT 205 and LIT 206.
3. Independent study courses should be numbered 290, 390, 490, as appropriate to the level of the course.
4. Honors courses will have nine (9) as the third digit.
5. At the graduate level, the third digit nine (9) in the numbering series 500-799 indicates readings, research, and individual study courses

Credit Hours

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

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

Laboratory courses offer one credit hour for 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.

Dean's Honor and High Honor Lists

The Dean's Honor List, published after the end of each semester, gives recognition to all students who complete 12 or more credit hours of work with a semester's average of 3.4 or better. Pass/fail courses are not counted toward the 12-hour requirement.

The Dean's High Honor List, published after the end of each semester, gives recognition to all students who complete 12 or more credit hours of work with a semester average of 4.0. Pass/fail courses are not counted toward the 12-hour requirement.

Matriculated part-time students are eligible for both lists if they take at least six and no more than 11 credit hours.

Dual Majors, Majors, and Minors, Combined Degrees

Students may complete a dual major or a combination of a major and a minor by successfully completing all of the requirements of two major programs or a major program and any minor program(s) except for restrictions previously noted. Careful consultation with the student's adviser may be necessary to avoid conflicts. However, students only may receive one B.A. or B.S. degree. The dual major or combination of a major and a minor is reflected on the student's permanent records maintained by the Office of the Registrar.

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

Grade Changes

Once a grade has been reported, it may not be changed except to correct a computational or clerical error. All such cases must be reported by the course instructor and require the approval of the appropriate school dean.

If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change. (See "Grievance and Complaint Procedures.")

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.

Undergraduate Grading Scale

Undergraduate Grading Scale			
A	94 - 100	C	74 - 76.99
A-	90 - 93.99	C-	70 - 73.99
B+	87 - 89.99	D+	67 - 69.99
B	84 - 86.99	D	60 - 66.99
B-	80 - 83.99	F	0 - 59.99
C+	77 - 79.99		

Grading System

The grading system used at Utica College is a letter system: A, A-, B+, B, B-, C+, C, C-, D+, D, and P, which are passing grades, and F (failing).

Grade Points and Credit Hours

Grade points are awarded on the basis of 4.0 for each credit hour of "A" grade, 3.7 for A-, 3.3 for B+, 3.0 for B, 2.7 for B-, 2.3 for C+, 2.0 for C, 1.7 for C-, 1.3 for D+, 1.0 for D, and 0 for F. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours granted for each course.

GRADE	GRADE POINTS (per credit hour)	GRADE	GRADE POINTS (per credit hour)
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	F	0
B-	2.7	I	0
C+	2.3	AU	Audit
C	2.0	NC	Neutral

Graduate-Level Courses That Will Be Applied Toward the Undergraduate Degree

Before registering for any course at the 500 level, undergraduate students must receive the permission of the instructor of the course. In exceptional circumstances, undergraduate students are permitted to take courses at the 600 level. However, before registering for courses at the 600 level, students must obtain permission from both the instructor of the course and the dean of the student's homeschool. The grade received in a graduate-level course taken by an undergraduate, along with the credit, will be factored into the undergraduate degree totals on the student's academic record.

Graduate-level courses taken to satisfy undergraduate degree requirements **may not** be applied toward a Utica College graduate degree program. Undergraduate students taking a graduate level class will be graded according to the graduate grading scale (see grading scale for details).

Exceptions to this policy are students enrolled in the College's B.S. /M.S. in Occupational Therapy or B.S. /D.P.T. programs, where the student earns an undergraduate degree after four years, and the Master of Science or doctor of physical therapy degree after the sixth year. Exceptions to this policy also apply to any undergraduate program that leads to a Master of Education degree and NYSED teacher certification, in a dual degree program.

Graduation Honors

Students must have an average of 3.4 - 3.59 to graduate cum laude, 3.6 - 3.79 for magna cum laude, and 3.8 - 4.0 for summa cum laude honors, and students must complete at least 36 credit hours of Utica College graded coursework at the 300- and 400-levels to be graduated with honors. If a student transfers from another institution, graduation honors are computed on the basis of Utica College credit alone. Courses transferred from another institution, whether they are taken prior to admission or while a student is at Utica College, satisfy graduation requirements but are excluded from calculations of cumulative or program-specific grade-point average. At least 60 hours must have been taken in Utica College courses through the spring term immediately preceding the commencement ceremony in which they participate. P grades earned in pass/fail courses are not computed in the student's average, and the credit hours earned in pass/fail courses do not count toward fulfilling the 60-hour requirement for honors with the exception of mandatory pass/fail courses. Second-degree candidates are eligible provided they have carried 60 hours of additional Utica College credit in their second-degree program.

To be considered for valedictorian or salutatorian, students must meet all of the preceding requirements for graduation honors. Additionally, students must have applied for a degree by the published deadline and be eligible for graduation in May or the previous December. They also must be registered for at least 10 hours of credit in the spring semester if they are May graduates or at least 10 hours in the fall if they are December graduates. Transfer students must have completed at least three semesters of residency, with summer session counting as a semester. For transfer students, records at previous institutions must be included in the computation of grade point average if the cumulative average is less than the Utica College average; records from previous institutions are excluded if the cumulative average is greater than the Utica College average.

Graduation Requirements

To be approved for graduation a student must:

1. Students must have satisfied all requirements listed for their majors in the catalog. (See section on "Majors and Minors.") They must have at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student's Concentration. It also includes courses listed under Major-Related Courses.
2. Students must have a cumulative average of at least 2.0.
3. A student's last 30 credit hours, granted toward his or her Utica College degree, must have been earned from Utica College courses with matriculated status.
4. Students must be recommended by the faculty.

5. For the Bachelor of Arts degree, a minimum of 75 percent of the hours required for graduation must be taken in the liberal arts and sciences. For the Bachelor of Science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.
6. Students must be active for the semester in which they are graduating.
7. Students must apply for graduation by the deadline. Details, including deadlines, are available on the College website at <http://www.utica.edu/ogs/gettingtograduation.cfm>.

It is the student's ultimate responsibility to ensure that all degree requirements have been completed. Students can review their progress toward degree completion at any time using the Degree Evaluation function, which is in the Student Services tab in BannerWeb for students. It is strongly suggested that students resolve any holds as soon as possible to aid in a smooth and timely process.

Eligibility for Activities

Eligibility for participation in any College activity requires a student to be fully matriculated and carrying at least 12 hours in the current semester. An organization may require, in addition, a particular grade point average.

Eligibility is required for the following:

- To participate in College-sanctioned theatrical, musical, or other productions, except where such participation is required for academic course credit.
- To hold office (elective or appointive, editorial, or other posts) in an organization chartered by the College or using the Utica College name in which participation does not carry academic credit.
- Students intending to pledge any Greek-letter organization must have a minimum 2.0 cumulative average and have completed at least 12 credit hours at Utica College. First-semester transfer students intending to pledge any Greek-letter organization must have a minimum 2.5 cumulative average and have completed at least 12 credit hours at their previous institution.
- To participate in non-athletic intercollegiate competition.

Email

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.

Incompletes

A grade of Incomplete may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A Request for Grade of Incomplete Contract (available online on the Registrar's Form Page at <http://www.utica.edu/academic/registrar/>) must be completed by both the student and the instructor and requires the approval of the appropriate school dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time.

A grade of I will remain on the record and is calculated as a failing grade until a change of grade is submitted by the instructor. Completing requirements for a course does not remove the Incomplete from the record. The "I" remains a permanent part of the academic record and transcript so that the change from incomplete to a grade can be identified. An Incomplete may affect a student's financial aid. Please contact the Office of Student Financial Services for more information.

Independent Study

The faculty of each school, department, or subject area defines its own concept of the independent study, but it is understood that students only undertake individual projects *beyond subject matter covered by the courses listed in the catalog*. Normally open to juniors and seniors only, independent study may be taken for a total of no more than 18 credit hours toward a degree. Independent study courses usually are numbered 290, 390, or 490, may be offered for variable credits and can be repeated, providing the projects are not the same. Disciplines may add individual criteria and requirements.

In order to register for independent study, students must obtain and complete a registration form and a study plan form (available on the Registrar's Forms Page) and have them signed by the faculty member who will supervise their projects, by the coordinator of the subject area in which they will be working, and by the appropriate school dean. School and department independent study guidelines are available in the appropriate school offices. The study plan is, in effect, a contract between the student and the faculty member who will supervise the student's work. It must specify the nature, title, goals, and methods of the student's project; the means of evaluation to be used by the student's faculty supervisor, and the number of credit hours the student will receive for successfully completing the project. The completed forms must be filed with the Office of the Registrar when students register for the course.

Independent study is limited to matriculated students only.

Introduction to Online Study at UC

If you've never taken an online course before, the information in this section will tell you what to expect in your course, help you get started, and provide answers to the most frequent questions that people have. If you have taken online courses before, this section may provide helpful reference material.

For more information, please visit <http://www.utica.edu/oes>

Joint Health Professions Programs

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

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

Professional Option in Medicine and Dentistry

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

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

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

Optometry, Podiatry, Osteopathic Medicine, and Dentistry

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

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

Advisory Committee for the Health Professions

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

Majors

Majors consist of courses focused on a particular academic field. Majors are declared by a student either at the time of original admission to the College and the major program, or through the school office related to the major. Certification for graduation takes place during the final semester of the student's senior year after the student has applied for his/her degree. Certification is based upon satisfactory completion of all major, major-related, electives, and other requirements. Any major the student completes is indicated on the transcript.

Each student bears final responsibility for ensuring that degree requirements are completed. An unofficial review of each student's status is completed by the major adviser(s) during the student's junior year to determine which graduation requirements the student has finished and which courses still need to be completed.

Majors are subject to the following regulations:

1. Students must complete at least one major to graduate.
2. Majors must be comprised of the courses listed in either the catalog for the year of the student's matriculation or the catalog of a subsequent year.
3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major. General Education Core courses that also fulfill major requirements are exceptions to this limit.
5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student's

Concentration. It does not include courses listed under Major-Related Courses. Some majors have more stringent requirements. (See specific majors under the "Programs of Study" section of this catalog.)

6. Students must declare a major before they accumulate 60 credit hours in order to receive financial aid.

Make-up Examinations

If a student is unable to take any scheduled examination, a professor may choose to offer a make-up examination; this is not required and is entirely at the discretion of the professor. Such examinations must be taken during the same semester in which the examination was missed unless a grade of Incomplete is given for sufficient reason.

Maximum Credit Hour Loads

Students in good standing may take up to 17 credit hours of courses per semester without special permission. Any credit hour load that exceeds 17 hours per semester must be approved by the dean for the school in which the student is majoring.

During the summer sessions, students may take up to nine credit hours without special permission. During winter session, they may take only three credit hours without special permission. Any credit hour loads that exceed these limits must be approved by the dean of the school in which the student is majoring. The Vice President for Student Affairs must approve this for undeclared students.

Minors

Although a minor is not required, students may elect any minor offered by Utica College as long as it is different from their major. Minors are declared and certified in their respective schools in the same manner as majors. When students select, complete, and are certified in a minor, this will be indicated on their transcripts upon graduation.

Minors are subject to the following regulations:

1. No more than nine credit hours that comprise the major may be used toward fulfilling the requirements of the minor. General Education Core courses that also fulfill major requirements are exceptions to this limit.
2. The pass/fail option may not be used for courses in the minor.
3. For certification, students must earn at least a 2.0 average in the minor.
4. Students may take more than one minor but also must complete a major.
5. Half of the credits must be completed with courses taken from Utica College.

Pass/Fail Courses

Students in on-ground programs should come to the Office of the Registrar for a Pass/Fail form. Students in online or hybrid programs should contact the Office of the Registrar for instructions on how to take a course on a Pass/Fail basis.

1. Freshmen cannot take classes on a Pass/Fail basis
2. Only elective courses may be taken on a Pass/Fail basis - no courses that are required for Core, Minor, or any part of the Major may be taken on a Pass/Fail basis.
3. You cannot be on academic probation.
4. Maximum of one course per semester may be taken on a Pass/Fail basis.
5. Total maximum of six courses may be taken on a Pass/Fail basis.
6. Courses taken on a Pass/Fail basis may affect your eligibility for graduation honors. Refer to the catalog for details.
7. The deadline to elect to take a course on a Pass/Fail basis is posted on the Academic Deadlines schedule.

When passing a pass/fail course, students will receive a grade of P and the degree credit hours normally awarded for the course. The grade of P earns no grade points, and credit hours earned are not computed in determining their semester's or cumulative averages. If failing a pass/fail course, students will receive a grade of F. The failing grade will be computed in their semester and cumulative averages.

Pass/fail courses can have an effect on eligibility for honors and on probationary standing. Students should check the honors and probation regulations carefully and evaluate the possible effects of pass/fail courses on their averages and their qualifications for graduation with honors before they exercise the pass/fail option.

Repeating a Course

Students must repeat any required course that they fail. Students may elect to repeat any course, assuming the course is taught in any subsequent semester during the student's tenure, subject to the conditions below. Students repeating a course may be denied enrollment if there is no available space in the class. Majors may have stricter policies that supersede this general policy; check major requirements for details.

Students wishing to repeat a course must register for and retake the course at Utica College if they want to remove the calculation of the lower grade from their cumulative averages. Equivalent courses taken at other institutions are not counted as repeated courses.

When a course is repeated at Utica College, the lower of the two grades is removed from the calculation of the student's cumulative average. If a course is repeated more than once, the lowest grade is excluded and all other grades are factored into the grade point average. In either case, each time the course is taken, the grade will remain part of the student's permanent transcript. Credit is awarded only once, regardless of the number of times the course is repeated.

If the previous grade earned by a student was not deficient as determined by either the College's standards or by the standards of the program in which the student is matriculated, the repeated course does not count towards a full-time load, nor is it eligible for certain kinds of financial aid. Students intending to repeat a course where the prior grade was not deficient need to be registered for a full-time course load in addition to the repeated course in order to qualify for full-time financial aid, maintain full-time enrollment standing, or to remain in compliance with visa requirements. Students intending to repeat a course should check with Student Financial Services, and international students intending to repeat a course should check with International Education, prior to registering for the course.

Athletic Eligibility

Eligibility for the intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), the Collegiate Water Polo Association (CWPA), and the Empire 8 Conference. A student must be full-time matriculated (minimum 12 credit hours per semester) and must be making satisfactory progress toward a baccalaureate degree.

The student-athlete also must meet the following minimum standards for cumulative grade point average (GPA) in order to maintain athletic eligibility for intercollegiate competition. This applies to students matriculating as freshmen or as transfer students.

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

	Cumulative GPA
End of 1st semester	1.70
End of 2nd semester	1.85

End of 3rd semester	1.90
End of 4th semester and succeeding semesters	2.00

In conjunction with the Provost's office, the Athletic Department administration reserves the right to suspend a student-athlete indefinitely from competition and/or practice, if it is learned that the student-athlete is struggling in one or more of the following areas including but not limited to: attending class and progressing in class in a reasonably acceptable manner, handing in and achieving passing grades in major assignments, having appropriate classroom behavior and achieving a passing grade in class.

Experience Credit

Only in exceptional circumstances will Utica College allow for experience credit. Experience credit is limited to fifteen 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 Experience Credit to their program director, who in turn submits the form with their endorsement to the Dean of the school. 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.

Administrative Withdrawal

Administrative withdrawal occurs in circumstances where the College deems it appropriate that a student be removed from one or more classes. Only the Office of the Registrar may administratively withdraw students, and only with the approval of the Executive Director for Student Financial Service, Executive Director for Student Success and the College Registrar. Students who have been administratively withdrawn will receive an AW (Administratively Withdrawn) code for the course or courses and will have their charges reversed and aid returned.

Midterm Grade Report

Reports indicating the level of achievement at mid-semester are entered by Faculty into Banner where they may be viewed by students through Banner Web for Students. Students should not consider these midterm reports as official grades; they are designed to identify those who may benefit from academic counseling. Students who do not receive a midterm grade report should not assume that their performance in any given course is satisfactory, but should check with their instructors if they are in doubt.

Transcript of Grades

A transcript is an official and complete copy of a student's academic history at Utica College. It records all courses completed, successfully and unsuccessfully, and all courses that were withdrawn after the add/drop deadline. It also will show any instances of Academic Probation, Academic Warning, or Academic Dismissal. Grades of "F for Cheating" are also recorded on the transcript. Utica College transcripts record every term that you have attended, including both your undergraduate and graduate studies, as applicable. It will show the number of credits accepted for transfer, but not the specific courses. Your transcript also shows any degrees awarded and official College honors earned.

Utica College is also required by New York State to notate the transcript of a student found responsible for a code of conduct violation. The transcript will state "suspended after the finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation," as applicable. Students who

withdraw from Utica College while an investigation is pending will have the following notation on their transcript "withdrew with conduct charges pending." Students may appeal to the Dean of Students and Campus Life to seek removal of such notations.

The Office of the Registrar issues transcripts upon request (see Schedule of Tuition, Fees, and Deposits). Requests are generally processed within five business days. Delays may be experienced at the beginning and end of each semester and during preregistration. Please plan accordingly.

Current students are able to print unofficial copies of their transcripts via the BannerWeb system.

Requests for transcripts are not accepted by telephone; they must be made in person or in writing. A request form is available online for download at the www.utica.edu/registrar.

Utica College reserves the right to withhold the transcripts and diplomas of financially delinquent students.

Probation and Academic Dismissal

Any time a student's cumulative average falls below 2.0, he or she will be placed on probation. Probation is a warning that the quality of the student's work must improve or he or she will face academic dismissal for poor scholarship. Students on probation are not allowed to take courses on a pass/fail basis.

Students on probation whose academic performance continues to be poor (GPA below 2.0 and failure to make substantial academic progress as determined by the Academic Standards Committee) will be dismissed from the College. Students with very poor academic records (typically below a 0.5 GPA) may be dismissed without being placed on probation.

Some academic programs have specific probation and dismissal standards that are higher than the College's. For details see the program information in the "Programs of Study" section of the catalog. In most cases, a student dismissed from a program who is in good academic standing within the College may transfer to another program within the College. For further details consult with an academic adviser or a member of the Office of Student Success staff.

Students in online programs with 8-week classes who are dismissed after a D1 (first part of term) class may complete a subsequent D2 (second part of term) class in the same semester, but may not take classes in the subsequent semester. Students who are dismissed after a D2 class will be removed from classes in the subsequent semester.

Students who are appealing a dismissal may remain in classes for which they are registered until the appeal is heard.

Professional Behavior

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

For further information consult the Utica College Code of Student Conduct (see Code of Student Conduct) and retention policies of the individual programs.

Readmission after Academic Dismissal

Students who are dismissed for academic reasons will not be able to take any courses at Utica College for at least one regular semester. Students who are dismissed at the end of a fall semester are eligible to apply for readmission the following fall semester. Students who are dismissed at the end of a spring semester are eligible to apply for readmission the following spring semester. Utica College is not obligated to accept transfer credit for work taken at another institution during the period of dismissal.

Students whose application for readmission is approved will retain the credits and grades earned before they were dismissed, and they will be readmitted on probation.

A second dismissal is considered to be a permanent separation from the College. Students who can provide convincing evidence of their ability and determination to complete degree requirements successfully may appeal this status to the Provost.

Some academic programs have specific probation and dismissal standards that are higher than the College's. For details see the program information in the "Programs of Study" section of the catalog.

Software and Intellectual Rights

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments.

VIOLATIONS OF AUTHORIAL INTEGRITY, INCLUDING PLAGIARISM, INVASION OF PRIVACY, UNAUTHORIZED ACCESS, AND TRADE SECRET AND COPYRIGHT VIOLATIONS MAY BE GROUNDS FOR SANCTIONS AGAINST ANY MEMBER OF THE ACADEMIC COMMUNITY.

Academic Honesty*

Academic honesty is necessary for the free exchange of ideas. Utica College expects academic honesty from all students.

Academic dishonesty can include plagiarism or cheating. Plagiarism, a serious form of academic dishonesty, is the use of ideas and phrases in the writings of others as one's own without crediting the source. All materials used or paraphrased must be cited and credited. Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or the creation of assigned and/or graded class work. Students who assist other students in, or contribute to, acts of academic dishonesty are subject to the appropriate penalties.

Utica College faculty are authorized to assign academic penalties, including the grade "F for Cheating," for academic dishonesty.

Students who receive a penalty for academic dishonesty forfeit the right to withdraw from the class or the College without penalty unless the faculty member allows it. The faculty shall inform the student in writing of the penalty and of the right to an appeal to the Academic Standards Committee, with a copy to the provost and vice president for academic affairs. The provost and vice president for academic affairs will refer any repeat offense, or any particularly egregious first offense, to the Academic Standards Committee, which may recommend a more severe penalty than that imposed by the faculty member. The student may appeal in writing to the Academic Standards Committee to have the phrase "for cheating" removed from his/her academic transcript following graduation from the College.

In addition, instances of academic dishonesty may be referred to the Academic Standards Committee by the Office of Student Affairs, and instances of academic misconduct (misuse of academic resources or facilities) may be referred by

the Academic Standards Committee to the Office of Student Affairs for possible action through the student disciplinary process. Behavior by a student may result in both a hearing by the Academic Standards Committee and action through the student disciplinary process. The processes are separate so the decision rendered in one place will not determine the decision rendered in the other.

*See the Code of Student Conduct at <http://www.utica.edu/student/conduct/> for definitions, policies, and procedures concerning academic misconduct.

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

The Utica College policy concerning the unauthorized distribution of copyrighted material and unauthorized distribution of copyrighted material and unauthorized peer-to-peer file sharing is found on the following web pages:

- Utica College policy on Copyright and Peer-to-Peer File Sharing: <http://www.utica.edu/policies/index.cfm>
- How to access music, movies, games, software, and other copyrighted materials legally: https://www.utica.edu/academic/iits/copyright/legal_options.cfm
- Copyright laws, copyright protections, and user's rights: www.copyright.gov/title17/92chap5.html

Education Records and FERPA

Utica College fully complies with the Family Education Rights and Privacy Act (FERPA) and its implementing regulations. To see the College's policies and procedures in accordance with the FERPA regulations, see <http://www.utica.edu/academic/registrar/ferpa.cfm>

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

The policy of Utica 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.
 - The Office of the Registrar maintains the student's official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. Student transcripts are kept permanently. These files are maintained by the registrar.
 - The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major or is on academic probation. These copies are maintained by the director of student development.
 - The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
 - The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.

- Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student's request for five years after opening their file. These files are maintained by the Office of Career Services.
 - The Office of Student Affairs maintains files of students who have had cases adjudicated through the 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.
 - The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
 - The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
 - Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of corporate and professional programs.
 - The Office of Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence and are maintained by the coordinator of research and records.
 - The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.
 - The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - Utica College officials, faculty members, and employees - including student employees, trustees, and persons under contract to the College - who have legitimate educational interests.
 - Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.
 - Organizations conducting studies for educational agencies to develop, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - Accrediting organizations to carry out their accrediting functions.
 - In compliance with a judicial order pursuant to any lawfully issued subpoena.
 - Parents of students who are dependents of their parents for income tax purposes.
 3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained for six years. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica 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 typically will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of \$1 for the first page requested and 10 cents for each additional page, with the exception of transcripts, which will be made available at a charge of \$5 per paper copy and \$4 per electronic copy.
 6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the 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.

Directory Information

At its discretion, Utica College may provide "directory information" in accordance with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Utica College includes the following:

- Student's Name
- Local Address/Campus Residence/Telephone Numbers
- Permanent Address/Telephone Number
- E-mail Address
- Date and Place of Birth
- Hometown
- Degrees and Awards Received and Dates
- Dates of Attendance (Current and Past)
- Full or Part-time Enrollment Status
- Participation in Officially Recognized Activities
- Participation in Officially Recognized Sports
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Educational Institution
- Major Field of Study
- Academic Levels
- Residency Status
- Photographs

Students may block the public disclosure of directory information by submitting a *Request to Prevent Disclosure of Directory Information* form with the Office of the Registrar. Please consider very carefully the consequences of a decision to withhold directory information. A non-disclosure block will call for Utica College not to release any or all of this "directory information;" thus, any future requests for such information from non-college persons or organizations will be refused.

Utica College will honor your request to withhold directory information but cannot assume responsibility to contact you for subsequent permission to release this information. Regardless of the effect on you, Utica College assumes no liability as a result of honoring your instructions that such information be withheld.

Requests for non-disclosure may be filed at any time and remain in effect permanently (including after departing the College) until removed, in writing, by the student.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Questions about FERPA, students' privacy rights, and Utica College's compliance procedures may be directed to the Office of the Registrar, 123 White Hall, Utica College, Utica, NY 13502-4892.

The release of Personal Information to Military Recruiters

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the College to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the College will ask if the intent is to use the requested information only for military recruiting purposes.

The military is entitled to receive information about students who are "currently enrolled," which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

- Name
- Age or year of birth
- Address
- Major
- Telephone Number
- Level of education (i.e. freshman, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student's information will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student's information sent to the military and note "We have not provided information for X number of students because they have requested that their directory information not be disclosed."

Student Complaint Process

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

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

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

Basic Academic Skills

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

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

Students must achieve a minimum grade of C when taking developmental courses (ENG 100 - Writing Skills (1, 2), REA 100 - Reading and Study Strategies (1), MAT 100 - Basic Mathematics (1 to 2)) for the first time to receive academic credit.

Honors Programs

The Honors Programs offer intellectually talented students the opportunity to participate in enriched courses of study fully integrated with the regular academic program. The Honors Programs have two independent parts: the Utica College Honors Program related to general education requirements; and Major Honors, related to individual scholarship in the student's major course of study. College Honors and Major Honors express Utica College's commitment to supporting challenging academic opportunities that may serve as a model for the larger College community.

Utica College Honors Program

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

Admission to the Utica College Honors Program is by invitation. Invited students will be notified by the Office of Undergraduate Admissions early in the spring of their senior year in high school.

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

- Complete ENG 102 - Written Communication II (3)H, a special section of Written Communication reserved for honors students, to fulfill the College writing requirement. Honors students do not take the regular ENG 101 - Written Communication I (3) - ENG 102 - Written Communication II (3) sequence.
- Complete an enriched program based on the General Education Core requirements described in the College catalog. Students will take an Honors Psychology course, PSY 101 - Introduction to Psychology (3)H, in

their first year (when they are also taking ENG 102 - Written Communication II (3)H) and an Honors section of History and Philosophy of Science and Technology, HPS 126 The Rise of Modern Science: Aristotle to Newton (3) H, in the Spring of their first year. Students enroll in an Honors section of Ethics, PHI 107 - Ethics (3)H, in the Fall of their second year, and an Honors section of Sociology, SOC 151 - Introduction to Sociology (3)H, in the Spring semester of their second year.

- Complete an interdisciplinary seminar, HON 259 - Honors Seminar (3)H, developed for Honors students, in the Spring of their first year (when they are also taking HPS 126 H).
- Achieve a cumulative grade point average of 3.2 while in the Honors Program

Students who successfully complete Utica College Honors will have their achievement noted on their Utica College transcripts. Please note that Honors Program students are expected to adhere to strict standards of academic honesty and integrity. Instances of plagiarism will result in dismissal from the Utica College Honors Program.

Major Honors

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

Admission to Major Honors is by invitation and will be extended to continuing or transfer students whose performance in their first two years of college satisfies the requirements of the major department.

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

- Usually, it means completing six credits in the major that has an Honors designation, and that culminates in an Honors project (research or creative activity) to be presented at the annual Student Research Day or another appropriate forum.
- Achieve an appropriate cumulative grade point average.
- Complete any additional requirements established by the major and kept on file in the appropriate school office.

Students who successfully complete Major Honors will have their achievement noted on their Utica College transcripts. Please note that Major Honors students are expected to adhere to strict standards of academic honesty and integrity. Instances of plagiarism will result in dismissal from the Major Honors Program.

International Opportunities and Study Abroad

Semester-long and short-term study abroad programs are available to all students starting their sophomore year in fall, spring, or summer. Students may enroll in courses that fulfill Core, major, minor, or elective credit. Internship opportunities are also available. All grades earned are included in the Utica College grade point average. The Office of International Education assists students in identifying a program that fits their interests and needs, completing the application packet, enrolling in the study abroad program, and preparing for traveling abroad. Plans for study abroad should be made as early in a student's college career as possible as some programs may have specific language or other requirements. Students should contact their Academic Advisor and Success Coach for assistance in selecting classes before departure to ensure that courses completed while abroad match well with their academic goals and financial aid requirements.

The College has bilateral agreements with universities in Australia, Finland, France, Hong Kong, Ireland, Italy, Japan, New Zealand, Poland, Peru, Spain, the United Kingdom, and Uruguay. We also have partnership agreements with the Center for International Studies (CIS Abroad) and the School for International Training (SIT Abroad). Acceptance into a study abroad program requires a clean discipline record and a minimum GPA of 2.5, with some specific programs requiring a higher GPA. Application deadlines are October 1 for the spring semester, and March 1 for summer and fall semesters.

There are a number of short-term programs available to students who want to try a short term program or are unable to spend an entire semester abroad. The courses range from 3-6 credit hours, are associated with certain courses, and range in duration from 1-3 weeks. Current program offerings include the Forensic Anthropology/Bioarchaeological Field School in Albania, Romania, and Greece; Construction Management in Bulgaria, OT Fieldwork in the Dominican Republic, Literature in London, and Spanish Immersion in Ecuador. All short-term programs are faculty led.

The Office of International Education provides specific information about the costs of study abroad, since these vary among programs. For a semester abroad, students are billed for the current UC tuition and fees, which are applied to their study abroad program cost. Student also pay for supplemental international health insurance and a study abroad fee of \$600. Program costs in excess of the UC tuition/fees are the responsibility of the student. All financial aid except for the Residence Hall grant may be applied to study abroad during the fall and spring semesters. During the application process, students should meet with a financial aid counselor who is responsible for all study abroad aid dispersal.

To begin planning for studying abroad, make an appointment with OIE staff and explore program options on our website.

Our goal is to encourage students to broaden their horizons and to prepare them to take their places in the global marketplace.

Higher Education Opportunity Program (HEOP)

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

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

First-time HEOP freshmen are required to attend the five-week pre-freshman Summer Institute, which is designed to serve as a bridge between high school and college. The coursework is carefully chosen to match each student's level of skills and future career goals. Students accepted into the Institute will be required to take Reading 100 and English 100, as well as Mathematics 100 or Mathematics 124. Students will be placed in these courses according to their placement test results and will take them as credit courses. In addition, a non-credit complement of workshops in study skills, basic skills, and the basic methods of inquiry will be required for each participant. A staff of counselors and tutors is available to help students in their adjustment to college life.

For additional information, contact the Office of Opportunity Programs or the Office of Admissions. HEOP is available only to students in on-ground programs.

Petitions

If a student feels he or she should be absolved from adhering to a particular academic regulation or procedure, or that an academic regulation has been unfairly applied, he or she should discuss the problem with a member of the Office of Student Success. If the matter cannot be resolved to the student's satisfaction, he or she will be provided with a form for petitioning the Academic Standards Committee. After he or she has submitted the petition, the committee will consider the individual's case and inform the student by letter of the decision reached and the action taken.

Preparation for Graduate and Professional Schools

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

Certified Public Accountant

The major in public accountancy as a registered curriculum meets the academic requirements for New York State.

Law

The College offers a pre-law preparatory and advising program. Periodically pre-law meetings are held by the pre-law adviser. Students interested in law school should be in constant touch with the pre-law adviser and make use of the pre-law resources available from the Office of Career Services.

Teaching

Preparation for teaching in New York State must include both subject matter and professional coursework. The College offers courses satisfying the requirements for a provisional certificate at the undergraduate level and permanent certification through master's degrees in a functionally related field. For detailed information, see the description of Education in the Programs of Study section of this catalog or contact the director of the Institute for Excellence in Education.

Medicine and Dentistry

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

Veterinary Medicine

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

Pharmacy

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

Optometry, Osteopathic Medicine, Podiatry, Chiropractic

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

Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps program of the United States Army is available to Utica College students in on-ground programs. The program is designed to produce junior officers (second lieutenants). Programs of study vary from one to four years in length all leading to a commission. Both programs also provide generous scholarship opportunities to finance undergraduate or graduate degrees.

Army

The Army ROTC program is hosted by Syracuse University but offers all of its courses on the Utica College campus. Interested students are invited to visit the ROTC office, located in Strebel Student Center, or to call (315) 792-5282. Students may also call the ROTC office on the SU campus at (315) 443-1752, or visit the website at sumweb.syr.edu/armyrotc/. Course descriptions can be found under Military Science in the Course Instruction section of this catalog.

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

Air Force

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

Any student at Utica College is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and textbooks are provided to the student at no cost. To successfully complete the program and be commissioned as a second lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica College. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also covers \$750 for books and provides up to a \$500 per month stipend. Any Utica College freshman or sophomore who joins and participates in Air Force ROTC is

eligible to compete for a scholarship that will pay up to \$15,000 per year toward tuition, cover \$750 for books, and provide up to a \$500 per month stipend during the school year.

Career opportunities in the Air Force include pilot, navigator, air traffic control, aircraft maintenance, nursing, communications and electronics, computer science, space and missile operations, civil, mechanical, aerospace, and electrical engineering, logistics, personnel, finance, contracting, and security police. Opportunities also exist for lawyers, doctors, and numerous other specialties. Service obligations are 10 years for pilots, eight years for navigators, and four years for all others, upon commissioning. Interested students should call (315) 443-2461, e-mail afdet535@syr.edu, or visit <http://afrotc.syr.edu> for more information.

Refund Policy

Unofficial Withdrawals (non-attendance)

Any student who stops attending his or her classes during the semester without officially withdrawing from the College is considered an unofficial withdrawal. 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.

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 attended classes. This return calculation is not the same as the College's tuition refund policy.

A simple equation to explain the process is:

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

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

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 Office of Student Financial Services immediately regarding the financial implications of this decision.

Withdrawals 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 over award 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 over award 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 over award 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 completed versus the number of days the student was scheduled to attend in the payment period. The new regulations prevent students from enrolling in modules spanning the period, completing a portion of the period, and retaining all aid for the period.

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

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

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

If the answer is YES, go to question 2.

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

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

If the answer is NO, go to question 3.

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

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

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

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

Medical Leave

An undergraduate student is not eligible to apply for a leave of absence unless it is for medical reasons.

The purpose of medical leave of absence is twofold:

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

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

1. Download and complete the Medical Leave of Absence form from the Registrar's website at <https://www.utica.edu/academic/registrar/MLOA.pdf>. Submit the form to the Office of the Registrar.
2. Submit supporting documentation from your healthcare provider. The supporting documentation from your healthcare provider must include:
 - a. a 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 draws from all classes after the start of a semester and gets WD grades since an MLOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for an MLOA.

Confidentiality of Medical Information:

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

Taking Military-Related Leave

If you will be leaving for military duty, or are returning from an assignment, please contact UC's Veterans Liaison, Craig Dewan at (315) 792 3393, e-mail cpdewan@utica.edu.

Utica College policy for military-related withdrawal:

- You will need your official orders for military duty sent to the Utica College Registrar's Office.

- There will be **no academic penalty** for withdrawing from your courses provided that you - (a) notify each of your instructors of your leave within reasonable timeframes, (b) work out arrangements with your instructors to complete assignments, and (c) mutually agree on a course completion plan.

Note - Instructors **MUST** be given adequate communication regarding your leave, and are required only to give you reasonable accommodation for your military leave. Reasonable accommodation is determined by your instructor. If you feel reasonable accommodations are not being made, please notify Mr. Dewan, and provide written proof of your case.

There will be **no financial penalties** for withdrawing from your courses provided that you - (a) notify the Office of Student Financial Services of your leave, and (b) speak personally to your financial aid counselor.

Schedule Changes

Any change in schedule must be processed by the Office of the Registrar to become effective. Failure to do so will result in a grade of F for the course.

Please consult the Registrar's web page (<https://www.utica.edu/academic/registrar/withdraw.cfm>) to find appropriate deadlines and forms.

Study at Other Institutions

As an institution of higher learning, Utica College strives to protect the integrity of its degree offerings. Therefore, Utica College students must obtain prior written approval from their advisers, school deans, and the registrar before taking courses at another institution for credit at Utica College. Approval is not usually granted if the same course is offered concurrently at Utica College. Students who undertake such study must meet all graduation requirements listed previously.

Students who already have transferred one-half of their credits required for their degree from a two-year college may not return to a two-year college for additional coursework or apply for additional credits through CLEP.

Forms for the purpose of obtaining permission for coursework at other institutions are available at the Office of Student Services, in the Office of the Registrar, online on the Registrar's Forms Page at <http://www.utica.edu/academic/registrar/forms.cfm>, and in the school offices. Forms for the purpose of obtaining permission to study abroad are available in the Office of International Education.

Student Classification

To be eligible for class membership, a student must have satisfactorily completed the following minimum credit hours:

Senior	87 hours
Junior	57 hours
Sophomore	27 hours

Second Undergraduate Degrees

Two distinct bachelor's degree programs may be pursued simultaneously. The programs may be in the same school or two different schools; must lead to two different career objectives, and must have two distinct degree titles (B.A./B.S.).

In such cases, two degrees will be conferred, and two diplomas awarded. Combined degree programs will require the completion of 30 credits beyond the usual requirements for one degree (typically 120/128). The minimum total credits required in combined degree programs are 150.

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

If a student does not meet the New York State Education Department's mandated liberal arts requirement by virtue of a combination of courses taken as a part of the first bachelor's degree, transferred in to Utica College, or taken at Utica College, the student must complete enough liberal arts courses at Utica College to satisfy the New York State requirements. There is no waiver of the liberal arts requirements for a second degree.

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.

Summer Institute

Summer Institute is a five-week summer enrichment program designed to assist incoming pre-freshman enrolled in HEOP and CSTEP in making the transition from high school to college. It offers a complement of support services, academic credit courses and skills workshops developed specifically to enhance the first-year students' personal, social and academic development in preparation for college success.

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

Topics Courses

Courses in specialized areas of interest are listed in the "Courses of Instruction" section of the catalog under such rubrics as "Topics in . . .," "Advanced Study in...," "Special Topics in...," "Studies in...," or "Mini-courses." These courses are usually numbered 200, 300, or 400 to reflect the course's level and its position in the curriculum. Topics courses are offered for variable credit (usually one to six credit hours) and may be repeated, provided the subjects are not the same. Other qualifications, criteria, limits, and descriptions may be added by the discipline in which the course is being offered.

Tutorial Study

Courses that are listed in the catalog, but that are not offered regularly may be taken on a tutorial basis under extraordinary circumstances, and are designated by the word "Tutorial" in the course title when appearing on a student's transcript.

Information on registration procedures for courses students need to take on a tutorial basis is available in the appropriate department or school office or from the Office of the Registrar. The forms are also available on the Registrar's Forms Page at <http://www.utica.edu/academic/registrar/forms.cfm>.

Withdrawing from a Class or from the College

There are multiple parts of a term in every semester, and there are three distinct date ranges for each part of the term:

1. The add/drop period - dropping a class during this period will result in the complete removal of the course from your record.
2. The withdraw period - withdrawing from a class during this period will result in a grade of WD on your transcript. This grade will not affect your GPA. On the "deadlines" page, this date is noted as "Last day to WD without academic penalty."
3. The withdraw/fail period - withdrawing from a class during this period will result in a grade of WF on your transcript. This grade calculates as an F in your GPA. On the "deadlines" page, this period begins after the "Last day to WD without academic penalty."

The deadlines for add/drop, withdraw, and withdraw-fail are all posted online:

- Deadlines for on-campus programs at www.utica.edu/academic/calendar.cfm
- Deadlines for online programs at www.utica.edu/academic/registrar/8week_deadlines.cfm

Courses that run for part of the term have different add/drop/withdraw schedules from those that run the entire term. Please carefully review the academic deadline schedule (www.utica.edu/academic/calendar.cfm) for the deadlines to add and drop these courses.

You can find the procedures for the withdrawal process on the registrar's web page at www.utica.edu/academic/registrar/withdraw.cfm.

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

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

Waived Courses

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, and the total credit hour requirement for the degree still needs to be met. Course credit is only granted through completion or transfer of a course (see Transfer Credit). Students who have had a course waived should consult with their advisor to identify a sequence of courses that will ensure they will have the necessary credits to graduate.

Washington Internships

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

All on-ground students (in any major field) may apply. ABSN students are not eligible. Students in online programs need to consult the major advisor to see if they are eligible to participate. Minimum requirements include a completed application form, a 2.5 GPA, completion of at least 45 credit hours, two appropriate letters of recommendation, a résumé, and an essay that articulates a statement of goals. You will also need to consult with your advisor and ensure you have a faculty member in your field who will be responsible for coordinating your internship and credits through Utica College. For more information, contact Luke Perry, Chair and Associate Professor of Government, 223-2567.

Young Scholars Liberty Partnerships Program

The Young Scholars Liberty Partnerships Program (YSLPP) is a collaborative project launched in 1993 between Utica College and the Utica City School District. This nationally recognized multi-year program for young people is designed to produce more college-bound students from the ranks of traditionally underrepresented populations in the Utica City School District. It was created to provide support services aimed at raising student expectations and performance and extending them access to higher education.

Participating students have been very successful in meeting certain academic goals through their middle school and high school years. The YSLPP will help them meet those goals by offering year-round educational opportunities and individual support through a structured program of counseling and encouragement to help them work to their full potential. The program is designed to provide a balance between academic and personal or social growth, offering activities and programs to further the development of self. During the summer more than 200 Young Scholars are on campus for summer programs that range from math and science enrichment and/or remediation to individual tutoring for Regents test preparation. Parents or guardians are asked to take part in appropriate activities and to provide ongoing support and encouragement to participating students.

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

Major and Major-Related Requirements

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

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

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

Electives and Minors

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

A minor is a prescribed group or sequence of courses that is designed to give significant experience in a subject area different from a major. Students do not have to select a minor in order to graduate, but discussions with their advisers

may lead them to select a minor in order to add a special dimension to their program. The minors available at Utica College are listed alphabetically with the majors in the section of this catalog titled Programs of Study. Forms for declaring minors are available in each of the school offices and in the Academic Support Services Center.

Core

Academic Requirements

Core (34-55 credits)

The program seeks to provide students with educational experiences that will develop their ability to think clearly and critically, to express themselves accurately, and to become aware of the rich and varied areas of knowledge. Concepts introduced in the Core will be reinforced and developed through each student's chosen course of study.

ABSN and most transfer students are not required to complete core. Students must consult the Office of Admission and review the catalog section on Transfer Student Admissions.

The faculty has identified 10 goals of the core program. These goals will be introduced at a foundational level in the Core but are intended to be reinforced and assessed throughout the curriculum. Three of the goals will be addressed specifically in major and major-related course work.

The following list outlines the academic groups from which students may select courses to fulfill the requirements, and the numbers of all courses that have been approved as Core courses. For descriptions of each of these courses, see the "Courses of Instruction" section of this catalog. Some Core courses satisfy major and major-related courses or prerequisites for those courses.

Component One: Foundations of Understanding (0-24 credit hours)

I. Written Communication 6 credits*

Goal 1:

Students will demonstrate the ability to write logically, clearly, precisely and persuasively; to read accurately and critically; and to acquire, organize, present, and document information and ideas.

The following courses are intended to provide a foundational understanding of Goal 1:

- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- or
- Demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

Note:

*Some students may be required to take ENG 100 in addition to Core requirements.

II. Oral Communication 3 credits

Goal 2:

Students will demonstrate the foundational ability to organize information and ideas in order to speak clearly, precisely, and effectively.

The following courses are intended to provide a foundational understanding of Goal 2:

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- THE 136 - Elements of Acting (3)
or
- Demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

III. Foreign Languages 6 credits

Goal 3:

Students will demonstrate competency in a language other than English and can recognize and explain different cultural beliefs and practices.

The following courses are intended to provide a foundational understanding of Goal 3:

- Beginning Foreign Language I (101 level) 3 credits
- Beginning Foreign Language II (102 level) 3 credits
or
- Demonstrated competence leading to an exemption. (See Core Exemption Criteria in this section of the catalog.)

IV. Quantitative Reasoning 6 credits*

Goal 4:

Students will demonstrate a proficiency in mathematics and an ability to reason quantitatively.

The following courses are intended to provide a foundational understanding of Goal 4: Students should select two of the following courses, at least one of which must have MAT as a prefix:

- ECN 241 - Statistics (3) **
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3) **
- MAT 124 - Intermediate Algebra (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MAT 151 - Pre-Calculus (3)
- MAT 201 - Calculus I (3)

- PSY 211 - Statistics in the Behavioral Sciences (3) ** **or**
- SOC 211 - Statistics in the Behavioral Sciences (3) **

or

- Demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

Note:

*Some students may be required to take MAT 100 in addition to Core requirements.

**Only one of these courses may be taken for credit.

V. Computer Use 1-3 credits

Goal 5:

Students will demonstrate skill in using digital technology, such as computers and the Internet, to gather, analyze and present information.

- CSC 117 - Microcomputers and Application Software (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- or
- A course designated by the student's major to be taken before the end of the sophomore year (1-3)
- or
- Demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

For Biology Majors

For Biology majors this goal is satisfied by taking both of these required courses:

- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)

For Construction Management Majors

For Construction management majors this goal is satisfied by taking all of these required courses:

- CMG 103 - Introduction to Construction Management (3)
- CMG 117 - Construction Graphics and Applications (3)
- CMG 221 - Methods and Materials I (3)
- CMG 331 - Estimating I (3)
- CMG 332 - Estimating II (3)

Component Two: Understanding from Multiple Perspectives (25 credit hours)

VI. Humanities 9 credits

Goal 6:

Students will demonstrate an understanding of literary and fine, visual, or performing arts and their cultural context by expressing an informed response to artistic creations.

One course from each of the following two categories will begin the development of those capabilities required to achieve Goal 6.

Literature

- ENG 135 - Introduction to Literature (3)
- ENG 145 - Literature in Focus (3)
- ENG 147 - Introduction to Creative Writing (3)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)
- ENG 295 - American Literature to 1865 (3)
- ENG 296 - American writers from 1865 to the present (3)
- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)

Fine, Visual, and Performing Arts

- FIA 115 - Introduction to Art (3)
- FIA 245 - History of Art I (3)
- FIA 246 - History of Art II (3)
- MUS 115 - Introduction to Music (3)
- MUS 245 - History of Music I (3)
- MUS 246 - History of Music II (3)
- THE 115 - Introduction to Theatre (3)

Goal 7:

Students will demonstrate a foundational critical perspective by analyzing and evaluating arguments and using arguments to arrive at a rationally justified belief.

One course in Philosophy/Semiotic Systems will begin the development of those capabilities required to achieve Goal 7.

- ENG 103 - Introduction to the English Language (3)
- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 104 - Philosophy of Religion (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)
- PHI 205 - History of Ancient Philosophy (3)
- PHI 206 - History of Modern Philosophy (3)

VII. Natural Sciences 7- 8 credits

Goal 8:

Students will demonstrate an understanding of the scientific method of inquiry and/or standard experimental techniques and knowledge of the natural sciences

One course from two of the following categories (one course must be a four-credit laboratory course) will begin the development of those capabilities required to achieve Goal 8.

Biology

- ANT 205 - Human Beings in Evolutionary Perspective (3)
- BIO 101 - Anatomy & Physiology I (0, 4) **and**
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 111 - Human Ecology (3) **and**
- BIO 111L - Human Ecology Lab (1)
- BIO 112 - Human Sexuality (3) **or**
- PSY 207 - Human Sexuality (3)
- BIO 113 - Human Genetics (3)
- BIO 211 - General Biology I (0, 4)

Note:

*Both courses are required to receive Core credit.

Chemistry

- CHE 103 - Chemistry and Society (3)
- CHE 105 - Chemistry of Everyday Things (0,4)
- CHE 211 - General Chemistry I (0,4)

Environmental Science

- ENV 201 - Introduction to Environmental Issues (3)

Geology

- GOL 105 - Society, Earth, and the Environment (3)
- GOL 105L - Society, Earth, and Environment Lab (1) (*This lab is optional*)
- GOL 115 - Introduction to Oceanography (3)
- GOL 125 - Natural Hazards (3)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)

History and Philosophy of Science and Technology

- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)

Physics

- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- PHY 123 - Physics for Liberal Arts (3)
- PHY 151 - General Physics I (0, 4)
- PHY 163 - How Things Work (3)
- PHY 261 - Physics I (0, 4)

VIII. Social Sciences 9 credits

Goal 9:

Students will demonstrate an understanding of history and heritage; the individual, culture, and society; and social institutions and processes.

One course from each of the following categories will begin the development of those capabilities required to achieve Goal 9:

History & Heritage

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3) (D)
- HIS 126 - America 1500-1877 (3)
- HIS 127 - America 1877- to the Present (3)
- HIS 135 - The African American Experience (3) (D)
- HIS 145 - The Pacific World (3) (D)
- HIS 165 - Europe and the World (3) (D)

Social Institutions and Processes

- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- GOV 101 - Introduction to Politics and American Government (3)
- GOV 161 - Introduction to International Politics (3) (D)
- IST 101 - World Regional Geography (3) (D)

The Individual, Culture, and Society

- ANT 101 - Introduction to Anthropology (3) (D)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3) (D)

Goal 10:

Students will develop an awareness of and an appreciation for the importance of interacting effectively with people of diverse backgrounds.

One course with a D (Diversity) designation will begin the development of this awareness. Courses with a (Diversity) D designation can be found in the Schedule of Classes.

Component Three: Integrated Writing (6 credits)

- 6 credits - two courses designated as writing intensive after a student has completed 27 credit hours. *

Note:

*Three credits for transfer students who transfer with Core complete.

Core Exemption Criteria

For details about exemption procedures, consult with the coordinator of the relevant department.

Goal 1 - Written Communication

ENG 101: For exemption from ENG 101, students must provide the Basic Studies Committee with three college-level essays and an impromptu piece of writing that demonstrate the student's ability to write clearly-organized, thesis oriented essays. Essays will be judged on their clarity, organization, development, focus, coherence, thesis, and mechanics.

ENG 102: For exemption from ENG 102, students must provide the Basic Studies Committee with four well-organized, thesis-oriented essays, including an impromptu piece of writing and three college-level essays, at least one of which demonstrates the student's ability to write an organized, coherent research paper which correctly utilizes the conventions of one of the standard methods of documentation. Essays will be judged on their clarity, organization, development, focus, coherence, thesis, mechanics, research, and documentation.

Goal II - Oral Communication

Exemption from the oral communication requirement shall be granted by providing demonstrated competence in one or more of the following ways:

1. Proof of coursework or other significant structured learning that provided both experience in oral communication (skill development) and in the theoretical foundations of the field;
2. Written testimony by qualified persons acquainted with the applicant's experience in both the performance and theoretical aspects of the field;
3. Other forms of proof (portfolio, taped performance, etc.) that attest to the applicant's experiences in, and knowledge of, the field.

At the discretion of the faculty, some form of presentation may be required in addition to the above criteria.

Goal III - Foreign Languages

Students who have achieved an A average with 3 years of high school language (Grades 9 -12) or a B average with 4+ years are exempt from the 101 and 102 sections of the language studied in high school. Those with 3 years and a B average are placed in the 102 section of the language studied in high school. Two or fewer years with up to a B average

are placed in the 101 section of the language studied in high school. Native and bilingual speakers are evaluated on a case by case basis.

Goal IV - Quantitative Reasoning

Students who are placed into the top score category on the Math Placement Test are exempt from 3 credits in Goal 4: Quantitative Reasoning. Exempted students may not take MAT 124 or MAT 151 for credit.

Goal V - Computer Use

Any student who wishes to be exempt from Goal V - Computer Use must achieve a passing grade on the computer proficiency assessment test or show evidence of computer proficiency.

Programs of Study

Utica College offers instruction in the following disciplines. Not all disciplines, however, lead to the Bachelor of Arts or Bachelor of Science degree. Students must complete the requirements for at least one program of study marked B.A. or B.S. to be eligible for graduation (see Academic Policies and Procedures). All Programs of Study at Utica College are registered by the New York State Education Department, Office of Higher Education, Room 979 EBA, 89 Washington Avenue, Albany, New York 12234, (518) 474-5851.

See "Preparation for Graduate and Professional Schools" for Certified Public Accountant, Law, Teaching, Medicine, Dentistry, Veterinary Medicine, Pharmacy, Optometry, Osteopathic Medicine, Podiatry, and Chiropractic. See "Joint Health Professions Programs" for Medicine, Dentistry, Optometry, Podiatry, Osteopathic Medicine, and Chiropractic.

NOTE: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

On-ground and Online

Criminal Intelligence Analysis (B.S.) - Hegis Code

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

Offered both on ground and online, the Criminal Intelligence Analysis is designed to produce cohorts of students qualified to work as crime analysts and hold similar intelligence analysis positions in local, state, regional, national, and international public and private agencies. Like the other Justice Studies majors, Criminal Intelligence Analysis students will complete a rigorous capstone type experience through their CRJ 461 - Proseminar in Justice Studies (3) and CRJ 470 - Criminal Justice - Internship (6 to 15) before graduation.

Total credit hours required for degree: 121

Learning Objectives

Successful graduates from this program will be able to:

- Chart the history and context of crime analysis within the field of criminal justice, including how crime analysis is linked to criminal justice operations and which agencies are involved in the U.S. intelligence community.

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

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 212 - Policing Theory and Practice (3)
- CRJ 222 - Criminal Justice Communications (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 314 - Modern Techniques in Crime Investigation (3)
- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 358 - Introduction to Intelligence Studies (3)
- CRJ 384 - Data Analysis in Criminal Justice (3)
- CRJ 461 - Proseminar in Justice Studies (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)
- CYB 355 - Cybercrime Investigations and Forensics I (3)

- CRJ 470 - Criminal Justice - Internship (6 to 15) (6 credits total)
or
- CRJ 475 - Senior Project (3)

46 - 49 Credit Hours

Major-Related Requirements

- ECN 241 - Statistics (3)
or
- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)

- **or**
- SOC 211 - Statistics in the Behavioral Sciences (3)

- JLM 371 - Data and Story (3)
- SOC 274 - Criminology (3)
- SOC 376 - Criminological Research Methods (3)

12 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 121 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	46-49 Credits
Major Related Course Requirements	12 Credits
College Electives	5-29 Credits
 Total Credit Hours Required For Degree	 121 Credits

Criminal Justice (B.S.) - Hegis Code 2105

(Bachelor of Science Degree)

Criminal justice is the study of crime, its causes, and its effects on society. It is concerned with preventing and deterring criminal behavior, rehabilitating the offender, and providing a system where justice and rights are served. Graduates of the program have opportunities in a variety of criminal justice fields including policing, law, probation, juvenile services, private security, public administration/planning, counseling, research, and regulatory enforcement. Utica College offers an on-ground undergraduate program in Criminal Justice; there is also an undergraduate online program for transfer students. The online BS in Criminal Justice degree is a completion program, which means that students must have an Associate's degree from an accredited institution prior to enrolling in the program. Students transferring into this program without an Associate's degree, but who have at least 57 transferable credits from a four-year institution may be considered. Additionally, students who show academic promise and don't meet the prior 2 requirements may also be considered. However all students must meet the New York State Education Department's mandated liberal arts requirements. A success coach will create an academic plan for students to ensure all core, liberal arts and graduation requirements are satisfied. Please see Utica's Academic Requirements for more information on Utica's Core and liberal arts requirements for transfer students.

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

Learning Objectives

A student who graduates from the program will be able to demonstrate the following:

- Demonstrate knowledge of key criminal justice and criminological concepts, processes, and issues, including major legal terms, considerations, and landmark cases.
- Describe major criminological theories in terms of the cause(s) and control(s) of crime, considering the community.
- Exhibit critical thinking about crime and criminal justice policy claims and issues, with an emphasis on questioning the credibility of claims and statistics.

- Articulate how research is used to test hypotheses and inform policy decisions, including the design of evaluation studies.
- Describe how ethics influence the exercise of discretion in the field of criminal justice as well as in the conduct of criminological research.
- Communicate effectively about crime and the criminal justice system, including written and oral communication and technology proficiency.
- Demonstrate an understanding of what effective employment in a criminal justice setting involves, such as working with diverse others and professionalism.
- Articulate how economic and cybercrime influence traditional forms of crime and the criminal justice system's response to them.

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:

- Criminal Justice
- Cybercriminology and Policy
- Homeland Security
- Legal Issues in Criminal Justice
- Public Policy and Leadership
- White-Collar Crime

Special Requirements

Students in criminal justice are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 222 - Criminal Justice Communications (3)

10 Credit Hours

*Available only with permission from the director of the program

Major-Related Course Requirements

- CSC 217 - Computer Programming for Business Applications (3)

Select one:

- CRJ 212 - Policing Theory and Practice (3)
- CRJ 224 - Corrections Theory and Practice (3)
- CRJ 235 - Courts Theory and Practice (3)

Select one:

- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CRJ 358 - Introduction to Intelligence Studies (3)

Select one:

- CRJ 334 - Economic Crime Investigation (3)
- CRJ 347 - Fraud Prevention and Detection Technologies (3)

Select one:

- CRJ 342 - Law and Justice (3)
- GOV 341 - Jurisprudence of the Criminal Law (3)

Select one:

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

- PSY 101 - Introduction to Psychology (3)
- SOC 274 - Criminology (3)
- SOC 376 - Criminological Research Methods (3)

Professional Development

- CRJ 461 - Proseminar in Justice Studies (3)

- CRJ 470 - Criminal Justice - Internship (6 to 15) (6 credits only. Departmental permission required)
or
- CRJ 475 - Senior Project (3) (Permission of Advisor required)

33-36 Credit Hours

Criminal Justice Specialization

Four courses are needed to complete a specialization, with no more than one course per specialization at the 200 level and at least two CRJ courses per specialization and one from outside CRJ (wherever possible).

Criminal Justice

- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 212 - Policing Theory and Practice (3)
- CRJ 221 - Issues in Juvenile Justice (3)
- CRJ 224 - Corrections Theory and Practice (3)
- CRJ 235 - Courts Theory and Practice (3)
- CRJ 250 - Community Corrections and Sentencing Alternatives (3)
- CRJ 303 - Policing Communities (3)
- CRJ 345 - Criminal Evidence (3)

- CRJ 351 - International Criminal Justice: Issues and Comparisons (3)
- CRJ 382 - Administrative Issues in Criminal Justice (3)

Cybercriminology and Policy

- CRJ 232 - Economic Crime Theory (3)
- CRJ 305 - Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 347 - Fraud Prevention and Detection Technologies (3)
- CRJ 423 - Evidence-based Crime Policy (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)
- CYB 337 - Computer Network Investigations (3)
- SOC 274 - Criminology (3)

- CRJ 358 - Introduction to Intelligence Studies (3)
or
- GOV 161 - Introduction to International Politics (3)

Homeland Security

- CRJ 212 - Policing Theory and Practice (3)
- CRJ 305 - Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 311 - Emergency Management (3)
- CRJ 328 - Security Administration (3)
- CRJ 336 - Information Privacy (3)
- CRJ 351 - International Criminal Justice: Issues and Comparisons (3)
- GOV 161 - Introduction to International Politics (3)

Legal Issues in Criminal Justice

- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 212 - Policing Theory and Practice (3)
- CRJ 235 - Courts Theory and Practice (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- CRJ 342 - Law and Justice (3)
- CRJ 343 - Law of Economic Crime (3)
- CRJ 345 - Criminal Evidence (3)
- GOV 341 - Jurisprudence of the Criminal Law (3)
- GOV 345 - Constitutional Law in the Governmental Process (3)
- GOV 366 - International Criminal Law (3)

Public Policy and Leadership

- CRJ 382 - Administrative Issues in Criminal Justice (3)
- CRJ 423 - Evidence-based Crime Policy (3)
- GOV 221 - State and Local Government (3)
- GOV 235 - Civil Rights, Public Policy, and Social Change (3)
- GOV 332 - Public Administration (3)
- GOV 333 - American Public Policy (3)
- MGT 201 - Principles of Organization and Management (3)
- PHI 305 - Ethical Issues in Contemporary Science and Technology (3)

- PHI 345 - Political Ethics (3)
- PHI 385 - Healthcare Ethics (3)
- SOC 252 - Race and Ethnicity (3)

White-Collar Crime

- CRJ 232 - Economic Crime Theory (3)
- SOC 274 - Criminology (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 321 - White-collar Criminology (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 343 - Law of Economic Crime (3)
- CRJ 347 - Fraud Prevention and Detection Technologies (3)
- CRJ 354 - Payment Systems and Fraud (3)

Major Electives

Choose from the following, (only two 200-level will apply):

- CRJ 212 - Policing Theory and Practice (3)
- CRJ 218 - Local Crime Lore (1)
- CRJ 221 - Issues in Juvenile Justice (3)
- CRJ 224 - Corrections Theory and Practice (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 235 - Courts Theory and Practice (3)
- CRJ 250 - Community Corrections and Sentencing Alternatives (3)
- CRJ 263 - APA Style (1)
- CRJ 265 - Writing with Evidence (1)
- CRJ 267 - Editing (1)
- CRJ 275 - Meth Labs and Laws (3)
- CRJ 300 - Select Topics: Criminal Justice (1 to 3)
- CRJ 303 - Policing Communities (3)
- CRJ 305 - Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 311 - Emergency Management (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 314 - Modern Techniques in Crime Investigation (3)
- CRJ 316 - Crime & Justice in Literature (1)
- CRJ 321 - White-collar Criminology (3)
- CRJ 324 - Violence in the Workplace (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- CRJ 343 - Law of Economic Crime (3)
- CRJ 345 - Criminal Evidence (3)
- CRJ 351 - International Criminal Justice: Issues and Comparisons (3)
- CRJ 382 - Administrative Issues in Criminal Justice (3)
- CRJ 490 - Independent Study (1 to 6)

12 Credit Hours

Electives

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

Note:

* Students who want information about the criminal justice retention policy should consult with their academic adviser.

Program Credits

Core	34-55 Credits
Major Course Requirements	10 Credits
Major Related Course Requirements	33-36 Credits
Specialization	12 Credits
Major Electives	0-12 Credits
College Electives	0-19 Credits
Total Credit Hours Required For Degree	120

Cybersecurity (B.S.) - Hegis Code 2105

(Bachelor of Science Degree)

The assurance of information during transmission or while in storage and the security of critical information infrastructures are a major responsibility of government and the private sector. Securing computers and computer networks, and conducting investigations of cybercrimes and forensic analysis of digital devices are principal methods of securing cyberspace. Through a multidisciplinary approach integrating criminology, criminal justice, economic crime, and computer science, students will be prepared for entry-level positions either in cybercrime investigation and computer forensics or the security of information stored in or transmitted by computers and computer networks. Utica College offers an on-ground undergraduate program in Cybersecurity; there is also an undergraduate online program for transfer students. The online BS in Cybersecurity degree is a completion program, which means that students must have an Associate's degree from an accredited institution prior to enrolling in the program. Students transferring into this program without an Associate's degree, but who have at least 57 transferable credits from a four-year institution may be considered. Additionally, students who show academic promise and don't meet the prior 2 requirements may also be considered. However, all students must meet the New York State Education Department's mandated liberal arts requirements. A success coach will create an academic plan for students to ensure all core, liberal arts, and graduation requirements are satisfied. Please see Utica's Academic Requirements for more information on Utica's Core and liberal arts requirements for transfer students. There is also an online master's program in Cybersecurity. For more information on the master's program, consult the UC graduate catalog.

Learning Objectives

A student who completes the undergraduate major in Cybersecurity will demonstrate the following either orally or in writing:

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

The faculty has 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:

- Cybercrime and Fraud Investigation

- Cyber Operations
- Information Assurance
- Network Forensics and Intrusion Investigation

Special Requirements

Students in Cybersecurity are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CYB 333 - Information Security (3)
- CYB 362 - Information System Threats, Attacks, and Defense (3)

- CYB 107 - Computer Hardware and Peripherals (3)
or
- CYB 228 - Cyber Technology for Criminal Justice (3)

- CYB 205 - Software Foundations for Cybersecurity (3)
or
- CSC 207 - Linux for Security and Forensics (3)

- CRJ 335 - Cybercrime Law and Investigations (3)
or
- GOV 341 - Jurisprudence of the Criminal Law (3)

Professional Development

- CRJ 461 - Proseminar in Justice Studies (3)

- CRJ 470 - Criminal Justice - Internship (6 to 15) (*6 credits only*)
or
- CRJ 475 - Senior Project (3)

25-28 Credit Hours

Note:

*Only available to online students enrolled in the major or students with appropriate professional criminal justice work experience, with permission from the director of the program.

Major-Related Course Requirements

- PHI 107 - Ethics (3)
or
- PHI 108 - Professional Ethics (3)

- SOC 274 - Criminology (3)
- SOC 376 - Criminological Research Methods (3)

- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)
or
- ECN 241 - Statistics (3)

- MAT 147 - Mathematics for Cyber Security (3)

15 Credit Hours

Major Specializations

Cybercrime and Fraud Investigation

- CRJ 347 - Fraud Prevention and Detection Technologies (3)
- CRJ 354 - Payment Systems and Fraud (3)
- CYB 355 - Cybercrime Investigations and Forensics I (3)
- CYB 356 - Cybercrime Investigations and Forensics II (3)
- CYB 455 - Cybercrime Investigations and Forensics III (3)

- CRJ 232 - Economic Crime Theory (3)
or
- CRJ 321 - White-collar Criminology (3)

- CYB 338 - Applied Cryptography (3)
or
- CYB 348 - Information Assurance Risk and Compliance (3)

Cyber Operations

- CSC 101 - Computer Science I (0,3)
- CSC 316 - Object-Oriented Programming (3)
- CYB 338 - Applied Cryptography (3)
- CYB 339 - Cyber Operations Tools (3)
- CYB 438 - System Vulnerability Assessment (3)
- CYB 439 - Introduction to Malware Analysis (3)

- CSC 323 - Introduction to Networks (3)
- or
- CYB 337 - Computer Network Investigations (3)

Information Assurance

- CSC 101 - Computer Science I (0,3)
 - CSC 201 - Discrete Mathematics (4)
 - CSC 225 - Introduction to the UNIX Operating System (0,3)
 - CSC 316 - Object-Oriented Programming (3)
 - CYB 348 - Information Assurance Risk and Compliance (3)
 - CYB 438 - System Vulnerability Assessment (3)
-
- CSC 323 - Introduction to Networks (3)
 - or
 - CYB 337 - Computer Network Investigations (3)

Network Forensics and Intrusion Investigation

- CSC 101 - Computer Science I (0,3)
- CYB 337 - Computer Network Investigations (3)
- CYB 355 - Cybercrime Investigations and Forensics I (3)
- CYB 356 - Cybercrime Investigations and Forensics II (3)
- CYB 438 - System Vulnerability Assessment (3)
- CYB 455 - Cybercrime Investigations and Forensics III (3)
- CYB 457 - Network Forensics (3)

Electives

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

Program Credits

Core	34-55 Credits
Major Course Requirements	25-28 Credits
Major Related Course Requirements	15 Credits
Specialization	21 Credits
College Electives	1-25 Credits
Total Credit Hours Required For Degree	120 Credits

Fraud and Financial Crime Investigation (B.S.) - Hegis Code 2105

(Bachelor of Science Degree)

Economic crimes are a major and costly societal problem in America. Presently there are few individuals who have the skills to prevent, detect, or investigate this kind of crime. This major is designed to prepare practitioners to understand this evolving technological problem of business fraud and computer crimes. By combining accounting, management,

computer science, and economics courses with criminal justice courses in economic crime investigation and law, students will be sufficiently prepared for an entry level position in this field. Utica College offers an on-ground undergraduate program in Fraud and Financial Crime Investigation; there is also an undergraduate online program for transfer students who have already earned an associate's degree or the equivalent college credits. In addition, there is an online master's program in Financial Crime and Compliance Management. For more information on the master's program, consult the UC graduate catalog.

Learning Objectives

A student who completes this program will demonstrate the following either orally and/or in writing:

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

Special Requirements

Students in criminal justice - economic crime investigation are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major, major-related, major elective, and major concentration courses by the first semester of their junior year and to maintain that average thereafter.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 336 - Information Privacy (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- CRJ 343 - Law of Economic Crime (3)
- CRJ 461 - Proseminar in Justice Studies (3)

- CRJ 470 - Criminal Justice - Internship (6 to 15)
or
- CRJ 475 - Senior Project (3)

25-28 Credit Hours

Note:

*Only available for online students enrolled in the major or students with appropriate professional criminal justice work experience, with permission from the director of the program.

Major-Related Requirements

- ACC 201 - Financial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- SOC 274 - Criminology (3)

- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)
or
- ECN 241 - Statistics (3)

- SOC 376 - Criminological Research Methods (3)
- GOV 341 - Jurisprudence of the Criminal Law (3)

18 Credit Hours

Major Concentration

Select one of the following concentrations:

Financial Investigation

- ACC 202 - Managerial Accounting (3)
- ACC 301 - Intermediate Accounting I (3)
- ACC 302 - Intermediate Accounting II (3)
- ACC 406 - Forensic Accounting & Fraud Auditing (3)
- FIN 333 - Corporate Finance (3)

- ACC 303 - Cost Management (3)
or
- ACC 401 - Auditing (3)

18 Credit Hours

Fraud Prevention and Detection

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

Concentration Elective: Select one of the following:

- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 314 - Modern Techniques in Crime Investigation (3)
- ECN 343 - Money and Banking (3)

- RMI 273 - Introduction to Risk Management and Insurance (3)
- PHI 108 - Professional Ethics (3)

18 Credit Hours

Electives

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

Note:

*Students wishing information about the criminal justice retention policy should consult with their academic adviser

Program Credits

Core	34-55 Credits
Major Course Requirements	25-28 Credits
Major Related Course Requirements	18 Credits
Concentration	18 Credits
College Electives	1-25 Credits
 Total Credit Hours Required For Degree	 120 Credits

Nursing - Accelerated Bachelor of Science in Nursing (ABSN) (B.S.) - Hegis Code 1203

(Bachelor of Science Degree)

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

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

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

Utica College's Florida campus is headquartered at 9400 4th Street North, St. Petersburg, FL 33702, (866) 890-9340. The St. Petersburg facility is designed as a training facility for nursing students. The St. Petersburg facility houses all teaching and learning facilities serving 200-300 students and a full time staff of six to eight. This facility is 8000 sq. ft., housing one large classroom, one computer laboratory, and one large clinical laboratory, several smaller training rooms, general meeting areas, administrative offices, and abundant storage. The clinical laboratory is modeled after the main-campus nursing laboratory.

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, 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.

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.

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

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

Hardware and software requirements are loaded into the introduction pages of every course, but can also be found through Canvas Guides online at the following website (<http://guides.instructure.com/m/4214/1/41056-which-browsers-does-canvas-support>). Technical support to both faculty and students is provided through 24/7 support services via phone, email, or online ticket submissions.

Learning Objectives

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

ABSN - Special Requirement

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

The student must:

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

Retention Criteria

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of **C+ (77%)** will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **A maximum of one nursing course may be repeated.** Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Students who are placed on academic probation by the College will be suspended or requested to withdraw from the nursing major.
4. **Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the ABSN program and the College. Expected behaviors include but are not limited to:**
 - a. Attend **all** labs, exams and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned **prior to** lab/exam/clinical.
 - b. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
 - c. Complete all assignments according to the time frame posted in the syllabus.

- d. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
- e. Demonstrate honesty and integrity in all academic and clinical settings.
- f. Contribute to the educational growth of self and fellow students.

Rules and Regulations Pertaining to Clinical Experiences

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

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

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

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

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Transfer Credits: 31 - 65 Credit Hours

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.

Major Course Requirements

(Pre-Licensure Baccalaureate)

- NUR 311 - Socialization to Professional Nursing (3)
- NUR 321 - Foundations for Nursing Care (0 to 4) (4 credits required)
- NUR 326 - Health Assessment (0 to 3) (3 credits required)
- NUR 346 - Care of Populations and Communities (1 to 2) (3 credits required)
- NUR 332 - Pathophysiology (3)
- NUR 312 - Leadership and Informatics in Professional Nursing (3)
- NUR 371 - Medical/Surgical Nursing Care I (0 to 5) (5 credits required)
- NUR 365 - Care of the Obstetric Population (0 to 3) (3 credits required)
- NUR 366 - Care of the Aging Population (0 to 3) (3 credits required)
- NUR 333 - Pharmacology (3)
- NUR 411 - Health Policy Management in Professional Nursing (2)
- NUR 421 - Medical/ Surgical Nursing Care II (2) (4 credits required)
- NUR 423 - Senior Nursing Care Seminar Lab I (1)
- NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3) (3 credits required)
- NUR 445 - Introduction to Research Methods and Design (3)
- NUR 446 - Care of the Pediatric Population (0 to 3) (3 credits required)
- NUR 412 - Trends in Professional Nursing (2, 3) (5 credits required)
- NUR 465 - End-of-Life and Palliative Care Practice (2)
- NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3) (5 credits required)
- NUR 473 - Senior Nursing Care Seminar Lab II (1)

62 Credit Hours

Major Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- CHE 211 - General Chemistry I (0,4)

- HLS 245 - Human Development Across the Life Span (3)
or
- PSY 223 - Life Span Developmental Psychology (3)

- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)

22 Credit Hours

Program Credits

Core	34-55 Credits
Major Course Requirements	62 Credits
Major Related Course Requirements	34 Credits

Online

Cyber Crime and Fraud Investigation (Certificate) - Hegis Code 2105

The certificate in Cyber Crime and Fraud Investigation provides students with a detailed understanding of the technologies used to investigate white collar crime, financial crime and fraud. Criminals use cyberspace to commit various crimes including stealing identities, stealing money, money laundering, and other cyberspace-related scams. The complexity of these crimes requires investigation techniques that are built around sophisticated cyber expertise. In addition, it is imperative that modern cybercrime investigators understand how fraud schemes work and how they are perpetrated. This certificate program provides a depth of knowledge in computer forensic tools and techniques as well as a foundational underpinning in the field of fraud-related crimes.

Total credit hours required for the certificate: 18

Required Courses

- CRJ 347 - Fraud Prevention and Detection Technologies (3)
- CRJ 354 - Payment Systems and Fraud (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)
- CYB 356 - Cybercrime Investigations and Forensics II (3)
- CYB 455 - Cybercrime Investigations and Forensics III (3)
- CYB 355 - Cybercrime Investigations and Forensics I (3)

18 Credit Hours

Cyber Network Defense (Certificate) - Hegis Code 2015

The certificate in Cyber Network Defense provides students with the foundational skills to apply defensive measures to networks and information systems. Students in the certificate program will gain an understanding of computer hardware and system software. The program will provide education related to all aspects of information security including technical security, communications security, encryption, personnel security and operations and security. The legal, technical, and ethical aspects of computer network investigations will be covered. In addition, students will gain an understanding of malware threats and will perform hands-on vulnerability assessment and penetration testing.

Total credit hours required for the certificate: 18

Required Courses

- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 205 - Software Foundations for Cybersecurity (3)
- CYB 333 - Information Security (3)
- CYB 337 - Computer Network Investigations (3)
- CYB 362 - Information System Threats, Attacks, and Defense (3)
- CYB 438 - System Vulnerability Assessment (3)

18 Credit Hours

Cybersecurity Technologies (Certificate) - Hegis Code 2105

The certificate in Cybersecurity Technologies provides students with the foundations and basics to understand the fields of cybersecurity, computer forensics and other related technical areas. Students in this certificate program will learn about computer hardware, how cyber technologies relate to the criminal justice field, how cyber technologies are evolving, what constitutes a computer forensics investigation and how fraud is related to cybercrime. In addition, students in this certificate program will learn about the complex world of information assurance risk and compliance. Students will learn about the complex and evolving legal, ethical and regulatory environment related to information assurance, cybersecurity and computer investigations. This hands-on certificate will educate students looking to change careers who would like to break into the growing and ever changing field of cybersecurity. Total credit hours required for the certificate: 18

Required Courses

- CRJ 335 - Cybercrime Law and Investigations (3)
- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 205 - Software Foundations for Cybersecurity (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)
- CYB 333 - Information Security (3)
- CYB 355 - Cybercrime Investigations and Forensics I (3)

18 Credit Hours

Financial Crimes Investigator (Certificate) - Hegis Code 5505

The purpose of this program is to provide course content focused on those topics essential to preparation for a career in the investigation of financial crimes. The program is designed specifically for individuals employed in law enforcement positions or in private sector industries impacted by financial crime. (Students who already are matriculated in a degree program are not eligible for the certificate.) The undergraduate Certificate in Financial Crimes Investigator is offered only online.

Total credit hours required for the certificate: 18

Required Courses

- ACC 406 - Forensic Accounting & Fraud Auditing (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 343 - Law of Economic Crime (3)
- CRJ 347 - Fraud Prevention and Detection Technologies (3)
- CRJ 354 - Payment Systems and Fraud (3)
- CRJ 365 - Advanced Issues in Economic Crime (3)

18 Credit Hours

Nursing (B.S.N.) - Hegis Code 1203

RN to BSN Option

The Nursing Program offers the RN an opportunity to continue her/his education toward a baccalaureate degree in nursing. Learning experiences are designed to meet the educational, career, and personal needs of each student. New areas of knowledge build upon the student's educational and clinical experiences.

RN-BSN Program - Special Requirements

Each student is required to meet the following criteria in order to remain in the Nursing Program:

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (76.5%) will be required for all *nursing courses*.
 - A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **There is no limit to the number of nursing courses that may be repeated but each course can only be repeated once.** Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program.
3. A minimum grade of C will be required for all **major related courses**.
 - A student who achieves a grade of less than a C in a major-related course has one opportunity to repeat the course. **There is no limit to the number of major related courses that may be repeated but each course can only be repeated once.** Failure to achieve the minimum grade of C in the repeated course will result in academic dismissal from the nursing program.
4. **Achieve and maintain a minimum cumulative G.P.A of 2.5**
5. Adhere to Utica College academic rules and regulations (see the undergraduate catalog)
6. Students who are placed on academic probation by the College may be suspended or requested to withdraw from the nursing program.
7. Students are expected to maintain standards of professional behavior at all times. The student who fails to meet these standards may be subject to dismissal from the College and/or the program. Expected behaviors include but are not limited to:
 - Participate in all classes and clinical experiences. In the case of illness or an emergency, the appropriate faculty member must be notified.
 - Prepare for class according to course requirements identified in each course syllabus.
 - Complete all assignments in a timely manner.
 - Demonstrate respect and courtesy toward faculty, staff, and fellow students.
 - Demonstrate honesty and integrity in all academic and clinical settings.
 - Contribute to the educational growth of self and fellow students.
8. Utica College welcomes the physically challenged and in compliance with Section 504 of The Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible to inform the faculty of any need for accommodations as identified by the coordinator of learning services located in Academic support services
9. Students may declare a minor. Minors usually require additional 15-21 credits. If a student is interested in declaring a minor, s(he) is encouraged to discuss this with the director.
10. **It is the responsibility of the student to check Banner (conducting a Degree Evaluation) and make sure all courses are posted. If there is a discrepancy found, please notify the director via e-mail. Instructions for running a Degree Evaluation may be found at:**
http://www.utica.edu/academic/registrar/Degree_Evaluation_Information_for_Students.pdf
11. For graduation requirements, students are encouraged to review the College catalog. Of specific concern to nursing students is the requirement that 60 credits are from the liberal arts and sciences and that even when all requirements are met, the student **MUST** have completed the total credits required, including the required nursing courses, the required major related courses and 60 credits of liberal arts. At least 30 credits must be taken at Utica College to earn the Utica College degree. **The Degree Evaluation is the best way to plan and track your own progress.**

Learning Objectives

- Assimilate theories and concepts from liberal education into generalist nursing practice
- Practice leadership concepts to deliver of high quality health care
- Incorporate professional standards of moral, ethical, and legal conduct into practice
- Provide safe, competent entry-level care across the life span

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- NUR 311 - Socialization to Professional Nursing (3)
- NUR 325 - Health Assessment in Professional Nursing Practice (3)
- NUR 347 - Care of Populations and Communities in Professional Nursing Practice (3)
- NUR 332 - Pathophysiology (3)
- NUR 312 - Leadership and Informatics in Professional Nursing (3)
- NUR 333 - Pharmacology (3)
- NUR 411 - Health Policy Management in Professional Nursing (2)
- NUR 413 - Trends and Issues in Professional Nursing Practice (3)
- NUR 465 - End-of-Life and Palliative Care Practice (2)

25 Credit Hours

Major Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4) *
 - BIO 102 - Anatomy & Physiology II (0, 4) *
 - BIO 203 - Microbiology (0, 4) *
 - BIO 113 - Human Genetics (3)
 - ANT 415 - Cultures, Health, & Healing (3)
 - PSY 101 - Introduction to Psychology (3) *
-
- SOC 151 - Introduction to Sociology (3)
or
 - ANT 101 - Introduction to Anthropology (3)
-
- PHI 107 - Ethics (3)
or
 - PHI 108 - Professional Ethics (3)
-
- HLS 445 - Clinical Research (3)
or
 - NUR 445 - Introduction to Research Methods and Design (3)

One from the following group:

- MAT 112 - Basic Statistics (3)
- PSY 211 - Statistics in the Behavioral Sciences (3)
- SOC 211 - Statistics in the Behavioral Sciences (3)

33 Credit Hours

Note:

*Must be completed prior to transfer

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 121 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	25 Credits
Major Related Course Requirements	33 Credits
College Electives	8-29 Credits
Total Credit Hours Required For Degree	121 Credits

On-ground

Accounting (B.S.) - Hegis Code 0502

(Bachelor of Science Degree)

The accounting major prepares students for careers in public and private accounting, including non-profit, governmental and education. Public accounting is a recognized state-licensed profession that embraces the areas of financial statement preparation, auditing, financial investigations, design and installation of accounting systems, and taxation. Private and other accounting alternatives also engage in the above activities, though the focus is primarily on the single entity-the employer. Graduates may find a variety of opportunities, including responsible positions in a public accounting firm or other business and not-for-profit or governmental entities. Transfer students must complete at least 15 hours of accounting at Utica College.

Public Accounting Concentration

As a licensed profession, public accounting is subject to regulation by the State of New York. As of August 2009, to be eligible to sit for the CPA licensure examination, a candidate must have completed 150 semester hours of coursework, including work in a number of related specified fields (management, marketing, finance, law, computer science, and statistics). Successful completion of this undergraduate major, along with the Utica College MBA in Professional Accountancy, will constitute eligibility to take the CPA licensure examination. Students with the undergraduate accounting major CPA concentration who maintain a 3.0 or better GPA will be automatically accorded acceptance into the college's MBA - Professional Accountancy program. Students with less than a 3.0 undergraduate GPA wishing to pursue the MBA may be asked at the discretion of the MBA program director to submit a GMAT score. Further information about CPA certification is found in the Public Accountancy Handbook. A copy of this publication may be obtained without cost by writing to the Office of the Professions, Professional Licensing Services, Cultural Education Center, Albany, NY 12230. Information is also available on the web at <http://www.op.nysed.gov/prof/cpa/>.

Private Accounting Concentration

Private accounting deals primarily with the financial records, statements, and reports of a single business, and the use of accounting as a tool of management. Graduates with training in private accounting may expect to progress to such positions as a cost accountant, cost analyst, budget director, chief accountant, comptroller, internal auditor, and chief financial officer.

Many treasurers and presidents of large corporations were formerly comptrollers.

Comptrollership is a rapidly growing field that deals primarily with the application of accounting, economics, finance, and statistics to the operations of a business enterprise.

Students who wish to pursue this course of study should opt for the Private Accounting concentration.

Learning Objectives

Graduates from this program will be able to:

- Understand the structure of an organization and processes for managing them.
- Identify and interpret legal and ethical issues in the global business environment.
- Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
- Solve business and organizational problems using analytical and critical thinking skills.
- Apply rudimentary concepts from the management of technology discipline to people, process, and technology management challenges in a modern organization.
- Recognize the impact of the global and multi-cultural environment on managing a business.
- Employ oral communication skills to influence a professional audience.
- Demonstrate proficiency in written communications across multiple platforms and purposes.
- Prepare a financial statement and interpret financial information for decision-making.
- Apply accounting and non-accounting information for internal decision-making and control.
- Recognize and incorporate regulatory, tax, and ethical considerations and business decisions.
- Explain attestation and demonstrate an understanding of the concepts and processes involved in performing an audit.

Special Requirements

A grade of C or better is required for each major course. For major-related courses a C average is required.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Business Requirements

(Some of the following may be used to satisfy college core requirements.)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

42 Credit Hours

Major Course Requirements

- ACC 301 - Intermediate Accounting I (3)
- ACC 302 - Intermediate Accounting II (3)
- ACC 303 - Cost Management (3)
- ACC 304 - Income Tax Accounting (3)
- ACC 401 - Auditing (3)
- BUL 302 - Law of Business Organizations (3)

18 Credit Hours

Concentration

Students must select one of the following concentrations.

CPA Concentration

- ACC 403 - Accounting for Multinational Business (3)
- Business Elective (9) - ACC, ECN, FIN, MGT, MKT, RMI courses at the 300-level or higher. At least one must be an ACC course and one must be an ECN course.

12 Credit Hours

Private Accounting Concentration

- FIN 343 - Money and Banking (3)
- Business Elective (9) - ACC, ECN, FIN, MGT, MKT, RMI, courses at the 300-level or higher.

12 Credit Hours

Electives

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

Program Credits

Core	34-55 Credits
Business Requirements	42 Credits
Major Course Requirements	18 Credits
Concentration	12 Credits
College Electives	0-14 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education (Grades 7 - 12) - Hegis Code 0803

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Adolescence Education (Grades 7 - 12)

The program in adolescence education requires that students select a major in the subject area that they plan to teach. The areas open to students at Utica College are English, foreign languages (French or Spanish) mathematics, sciences (majors in biology, chemistry, geoscience or physics), and the social sciences (majors in economics, history, government and politics, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the adolescence education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

- Six (6) credits of college-level work in a language other than English
- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and GOV 101 - Introduction to Politics and American Government (3) or the equivalent, and a minimum of 21 credit hours in history.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
or
- EDU 334 - Adolescent Social Studies Methods (3)
or

- EDU 335 - Adolescent Mathematics Methods (3)
or
- EDU 337 - Adolescent Science Methods (3)
or
- EDU 343 - Adolescent Foreign Language Methods (3)

- PSY 322 - Adolescence (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)

- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)

- EDU 478 - Mentored Internship II (6)

37 Credit Hours

Note:

Students completing the adolescence education program with majors in biology, chemistry, English, economics, history, mathematics, physics, government and politics, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Adolescence Education and Students with Disabilities Grade 7-12 Generalist - Hegis Code 0803

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.

- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Adolescence Education and Students with Disabilities Grade 7-12 Generalist

This is a program of study for candidates who wish to seek dual certification in Adolescence Education and Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica College are English, mathematics, biology, chemistry, physics, economics, history, government and politics, sociology/anthropology.

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 in English, Mathematics, Biology, Chemistry, Physics Economics, History, Government, and Politics, or Sociology and Anthropology
- Six (6) credit hours of study at the 100 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 C or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- Six (6) credit hours or the equivalent of study in a language other than English
- Three (3) credit hours in the fine arts
- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and GOV 101 - Introduction to Politics and American Government (3) or the equivalent and a minimum of twenty-one (21) credit hours in history.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 327 - Adolescence Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
or
- EDU 334 - Adolescent Social Studies Methods (3)
or
- EDU 335 - Adolescent Mathematics Methods (3)
or
- EDU 337 - Adolescent Science Methods (3)

- PSY 322 - Adolescence (3)

Student Teaching or Mentored Internship

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
or

- EDU 677 - Mentored Internship I (4)
- EDU 476 - Student Teaching II (6)
or
- EDU 678 - Mentored Internship II (4)

37 Credit Hours

Students with Disabilities, 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.

Adolescence Education, Grade 5-6 Extension to Adolescence Education Program

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Grade 5-6 Extension to Adolescence Education Program

Students seeking a certification extension to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (Grades 7-12) must

complete the appropriate major and must take the following courses in conjunction with the adolescence education program.

Required Courses

- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)

12 Credit Hours

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 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.

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. Prospective education teachers will be advised to take ENG 303, ENG 316, and ENG 317 when possible.

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

Total credit hours required for degree: 156.

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

See Core section of this catalog.

Core: 34 - 55 Credit Hours

English Major Course Requirements (19 Credit Hours)

Figures in Literature: 13 Credit Hours

- ENG 111 - Introduction to English Studies (1)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)

- ENG 295 - American Literature to 1865 (3)
or
- ENG 296 - American writers from 1865 to the present (3)

- ENG 367 - Shakespearean Drama (3)

English Language Requirement: 3 Credit Hours

Choose one course:

- ENG 311 - Modern English Grammar (3)
- ENG 318 - Introduction to Linguistics (3)
- ENG 408 - History of the English Language (3)

Writing Requirement: 3 Credit Hours

Choose one course:

- ENG 304 - Advanced Composition (3)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 315 - Writing in the Professions (3)

Major-Related Course Requirements: 9 Credit Hours

- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- Literature Elective at 300 or 400 level (3)

Upper Level English Electives: 15 Credit Hours

Must complete 15 credit hours of 300 or 400 level English courses.

Must include two additional American Literature course, at least one of them should be a 300 level (ENG 295, ENG 296, ENG 306, ENG 385, ENG 386, ENG 392, ENG 395, ENG 396 or ENG 397).

Must include one British Literature course (ENG 305, ENG 335, ENG 336, ENG 345, ENG 355, ENG 356, ENG 357, ENG 466, ENG 468).

Education Undergraduate Requirements: 10 Credit Hours

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)

- EDU 321 - Foundations of American Education (3)
- EDU 333 - Adolescent English/Language Arts Methods (3)

Graduate Academic Requirements: 36 Credit Hours

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 (3)
- EDU 632 - Data-Based Decision Making (3)
- PSY 604 - Child and Adolescent Development: Implications for Education (3)

Graduate Content Area Elective Courses: 9 Credit Hours

- ENG 657 - Graduate Seminar in English Studies (3)
- and
- Choose two 500 or higher level courses with the subject prefix of ENG or LIT (6)

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 - Meantored Internship I (4)
- and
- EDU 678 - Mentored Internship II (4)

Program Credits

Core:	34-55 Credits
Major Course Requirements:	19 Credits
Major Related Requirements:	9 Credits
English Electives:	15 Credits
College Electives:	12-33 Credits
Education Undergraduate Requirements:	10 Credits
Total Credit Hours Required for BS Degree:	120 Credits
Total Credit Hours Required for MS Degree:	36 Credits
Total Credit Hours Required for Dual Degree:	156 Credits

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.

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Academic Requirements (40 Credit Hours)

Required Courses (in addition to BA History requirements)

Major Core Requirements

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)
- EDU 321 - Foundations of American Education (3)
- 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)

- 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)

28 Credit Hours

Content Area Electives

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

9 Credit Hours

Student Teaching or Mentored Internship

- 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)

9 Credit Hours

Animal Behavior (B.S.) - Hegis Code 0401

(Bachelor of Science Degree)

The Animal Behavior major is an integrative and interdisciplinary program of study examining the behavior of animals from a biological and psychological perspective. The major seeks to provide students with a background in scientific knowledge to examine the evolutionary, ecological, genetic, and neurological, and cognitive mechanisms that influence the behavior of animals, as well as ways in which behavior is modified by learning, training, and changes in the natural environment. Additionally, students will gain an understanding of techniques for studying behavior through our research-intensive program that includes laboratory experiences, training in research methods, and conducting independent research projects. Students will be introduced to zoo research, animal care and husbandry, and animal training through our partnership with the Utica Zoo.

The major in Animal Behavior will provide a foundation of courses and experiences for students interested in pursuing graduate training for research, high school or college/university teaching, conservation, or veterinarian medicine. Additionally, this major will provide training for those seeking careers requiring training at the bachelor's level, such as research assistants at universities, businesses, or government institutions; animal care specialists or managers for research facilities; animal handlers/trainers for zoos or as a business; zoo keeping and aquarium husbandry; veterinary assistants; and museum or zoo educators. Other careers include applied animal behavior in industry and animal control officers.

Learning Objectives

Students graduating with a degree in Animal Behavior will:

- Integrate biological and psychological principles in the investigation of animal behavior to understand the proximate and ultimate factors influencing behavior and to recognize the underlying biological, ecological, and psychological processes that influence the behavior of animals;
- Demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of animal behavior;
- Use primary literature in the field of animal behavior;
- Analyze and present scientific data using statistical analyses and statistical software;
- Compose oral and written scientific presentations using experimental design and data.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Foundations for Understanding Animal Behavior

- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)

14 Credit Hours

Research Methods in Animal Behavior

- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)
- PSY 211 - Statistics in the Behavioral Sciences (3)

9 Credit Hours

Essentials of Animal Behavior

- BIO 321 - Genetics (0, 4)
- BIO 329 - Evolution (3)
- BIO 338 - Animal Behavior (3)
- BIO 338L - Animal Behavior Laboratory (1)
- BIO 428 - Zoo Animal Behavior and Husbandry (3)
- BIO 428L - Lab for Zoo Animal Behavior and Husbandry (1)
- PSY 351 - Learning and Behavior (0, 4)

19 Credit Hours

Electives

(15 cr. - at least 6 cr. in Biology/Animal Behavior and 6 cr. in Psychology)

- ANB 420 - Short Course in Animal Behavior (1)
- BIO 322 - Developmental Biology (0, 4)

- BIO 324 - Animal Physiology (0, 4)
- BIO 343 - Neuroscience (3)
- BIO 362 - Endocrinology (3)
- BIO 436 - Biology of Vertebrates (0, 4)
- BIO 437 - Biology of Invertebrates (0, 4)
- BIO 438 - Conservation Biology (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- PSY 343 - Sensation and Perception (0, 4)
- PSY 347 - Basic Psychobiology (3)
- PSY 352 - Motivation and Emotion (3)
- PSY 354 - Cognitive Psychology (0, 4)
- PSY 405 - Evolutionary Psychology (3)
- PSY 453 - Theories of Learning (3)

15 Credit Hours

Capstone Experience

(select one)

- ANB 450 - Senior Research (3)
- ANB 495 - Senior Seminar (3)

3 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

8 Credit Hours

Total Hours Required in Major: 68

Note:

*Students are required to earn a grade of C or better in BIO 211 before enrolling in any subsequent course with an Animal Behavior or Biology prefix that is required for the major.

Note: Students who plan on graduate study may need to complete CHE 331-CHE 332, PHY 151-PHY 152 or PHY 261-PHY 262, and MAT 201.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

Honors in Animal Behavior:

In order to be considered for Honors in Animal Behavior, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Animal Behavior courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take ANB 450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).

3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered. For those students selected, the transcript will read: Bachelor of Science with Honors in Animal Behavior.

Program Credits

Core	34-55 Credits
Major Course Requirements	60 Credits
Major Related Course Requirements	8 Credits
College Electives	5-26 Credits
Total Credit Hours Required For Degree	128 Credits

Biochemistry (B.S.)- Hegis Code 0414

(Bachelor of Science Degree)

The biochemistry major is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for students who have an interdisciplinary interest in biology and chemistry and wish to work at the interface of those two disciplines. Students will be well prepared for entry-level careers in biochemistry or biotechnology or for further graduate and professional study in biochemistry or medicine.

Learning Objectives

Students graduating from any program in the Department of Chemistry and Biochemistry at Utica College will demonstrate the ability to:

Think like a chemist

- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problem

Work like a chemist

- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds
- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist

- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements - Chemistry Core

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

- CHE 213 - Introduction to Chemical Research Methods (3)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- CHE 323 - Quantitative Analysis (0,5)
- CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)
- CHE 495 - Senior Seminar (1)

29 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- PHY 151 - General Physics I (0, 4) **and**
- PHY 152 - General Physics II (0, 4)
- or**
- PHY 261 - Physics I (0, 4) **and**
- PHY 262 - Physics II (0, 4)

14 Credit Hours

Biochemistry Major

- BIO 211 - General Biology I (0, 4)
- BIO 321 - Genetics (0, 4)
- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 463 - Biochemistry II (3)
- BIO 453 - Molecular Biology (0,4)

Chemistry and Biology Electives

- 300 or higher level - must have two from chemistry and one from biology (9-11)

32-34 Credit Hours

Program Credits

Core	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	32-34 Credits
College Electives	10-33 Credits
Total Credit Hours Required For Degree	128 Credits

Biology (B.S.)- Hegis Code 0401

*(Bachelor of Science Degree)**

Science is the process of creating new knowledge concerning the natural world. The Biology Department at Utica College engages students in active research as the primary method of learning biology as a science. We provide a thorough and diverse education in biological principles and techniques of biological inquiry. Students experience relevant and exciting challenges in their pursuit of successful and rewarding careers. Our distinctive, active learning approach promotes scholarship, responsible citizenship, and lifelong learning.

Total credit hours required for degree: 128

Learning Objectives

Successful graduates from this program will:

Demonstrate an understanding of general principles of biology, including biological structure and/or processes at the following levels:

- molecular;
- cellular;
- tissue;
- organ and organ system;
- organism;
- population;
- community;
- ecosystem;
- biome.

Demonstrate technical skills used in biological research including at least 3 of the following:

- microscopy;
- biochemical and molecular techniques and analysis;
- dissection;
- instrument use;
- field techniques.

Demonstrate the ability to conduct scientific research, including:

- critical analysis and use of the biological primary literature;
- experimental design;
- statistical analysis;
- graphical presentation of data;
- oral scientific presentation;
- written scientific paper.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Essentials of Biology

- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)

14 Credit Hours

Foundations of Biology

(five courses)

Cellular/Molecular Biology

(select one course)

- BIO 321 - Genetics (0, 4)
- BIO 327 - Cell Biology (0, 4)

Population Biology

(select one course)

- BIO 323 - Ecology (0, 4)
- BIO 329 - Evolution (3)

Structural/Functional Biology

(select one course)

- BIO 322 - Developmental Biology (0, 4)
- BIO 324 - Animal Physiology (0, 4)

Organismal Biology

(BIO 325 - Botany (0, 4) and one other course)

- BIO 325 - Botany (0, 4)

Select One Course

- BIO 432 - Principles of Microbiology (0, 4)
- BIO 436 - Biology of Vertebrates (0, 4)
- BIO 437 - Biology of Invertebrates (0, 4)

19-20 Credit Hours

Upper Level Biology Electives

- Biology Elective Courses at the 300, 400, or 500 level* (11)

11 Credit Hours

Integrated Biological Experience

(select one course)

- BIO 450 - Senior Research (3)
- BIO 470 - Practicum in Biology (3)
- BIO 495 - Senior Seminar (3)

3 credit Hours

Total Biology Coursework: 47-48

Major-Related Course Requirements *

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

- PHY 151 - General Physics I (0, 4)
and
- PHY 152 - General Physics II (0, 4)
or
- PHY 261 - Physics I (0, 4)
and
- PHY 262 - Physics II (0, 4)

- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)
or
- MAT 201 - Calculus I (3)

19 Credit Hours

Total Hours Required in Major: 66-67

Note:

Students must satisfactorily complete **BIO 496- Biology Major Field Test** on a designated date during the semester of graduation.

*Students will be required to earn a grade of C or better in BIO 211 before enrolling in any subsequent Biology courses that are required for the Biology major.

Electives

The student must complete sufficient elective courses to earn at least the minimum credits hours for this degree and at least 64 credits of the 128 required must be in the liberal arts and sciences.

Areas of Emphasis

Biology majors, with their advisers, can tailor the curriculum to help prepare themselves for their future goals, for example:

Pre-professional and Academic: This emphasis should satisfy the needs of students intending to apply to professional or graduate schools and should include Organic Chemistry (CHE 331 and CHE 332), Calculus (MAT 201), and two semesters of a foreign language.

Educational: This concentration encourages those students intending to be secondary or elementary school teachers to meet state certification requirements in areas in addition to biology (i.e. earth science and general science). Students take education and science courses in areas where certification is desired.

General: This emphasis adds flexibility through sampling courses outside the field of biology. Students take six hours of non-biological science courses.

Biology Honors:

In order to be considered for Honors in Biology, the following requirements must be satisfied.

1. The student must have Biology GPA of at least 3.4 in all Biology courses taken at Utica College and an overall GPA of at least 3.0.

2. The student must take BIO 450 in their junior or senior year and present their findings at the Annual Undergraduate Research Conference.
3. The Biology Faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read Bachelor of Science with Honors in Biology.

Program Credits

Core	34-55 Credits
Major Course Requirements	19-20 Credits
Major Related Course Requirements	19 Credits
Major Electives	11 Credits
College Electives	23-45 Credits
Total Credit Hours Required For Degree	128 Credits

Business and Marketing Education- Hegis Code 0838

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Business and Marketing Education

The program in business and marketing education is open to students who major in management with a concentration in marketing management.

In addition to the requirements in their major and the courses in the business and marketing education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College core curriculum):

- Six (6) credits of college-level work in a language other than English
- At least six (6) credits in each of the following fields: English, mathematics, science, and history.
- Three (3) credits in the fine arts

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 338 - Business and Marketing Education Methods (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)

- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)

- EDU 478 - Mentored Internship II (6)

37 Credit Hours

Note:

Students completing majors in business and management must complete at least 60 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Students should consult as early as possible with their adviser or with the director of teacher education to be sure that they fulfill this requirement.

Business Economics and Finance (B.S.)- Hegis Code 0517

(Bachelor of Science Degree)

The business economics and finance major provides students with the ability to apply the general concepts of economics to help solve management problems. Firms are becoming increasingly aware of the contribution that economics can make in day-to-day decisions. The major is centered on a thorough understanding of economics and is supplemented by courses in accounting, finance, and management. Managerial economics, research methods in economics, and an internship provide the link between economic theory and business application.

In addition to providing an especially strong foundation for employment in business, the business economics and finance major is also a good basis for graduate work in business, economics, and law. With the growing emphasis on economic education in the high schools, the business economics major can also help prepare students for certification in the areas of management or economics. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Learning Objectives

Graduates from this program will be able to:

- Understand the structure of an organization and processes for managing them.
- Identify and interpret legal and ethical issues in the global business environment.
- Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
- Solve business and organizational problems using analytical and critical thinking skills.
- Apply rudimentary concepts from the management of technology discipline to people, process, and technology management challenges in a modern organization.
- Recognize the impact of the global and multi-cultural environment on managing a business.
- Employ oral communication skills to influence a professional audience.
- Demonstrate proficiency in written communications across multiple platforms and purposes.
- Apply microeconomic principles to evaluate markets in allocating resources.
- Explain how the micro-economy functions and identify the government's role in affecting unemployment, inflation, and growth.
- Understand and apply advanced financial management methods to corporate and personal investment decisions.
- Complete an integrative research project that embeds required tools and skills.

Students completing the finance concentration will also:

- Calculate the value of a business or other asset using the time value of money.
- Apply the principles of capital budgeting to business decisions.

Students completing the financial planning concentration will also:

- Understand the CFP board code of ethics and professional responsibility.
- Integrate the knowledge of insurance, tax, and investments to form retirement and estate planning.
- Develop appropriate investment plans using the principles of portfolio theory.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Business Requirements

(Some of the following may be used to satisfy college core requirements.)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
or
- MAT 201 - Calculus I (3)

- RMI 273 - Introduction to Risk Management and Insurance (3)

42 Credit Hours

Concentration

Concentration in Business Analysis (No longer admitting students - being taught out)

- ECN 401 - The Economics of Competitive Strategy (3)
- Economics elective - Economics course (300- or 400-level) (3)
- ECN 470 - Economics - Internship (3 to 12) (3 credits required)
or
- Elective in Economics, Finance, or Management or Risk Management and Insurance (300- or 400-level) (3)
- MGT 401 - Management Science (3)

15 Credit Hours

Concentration in Finance

- ACC 303 - Cost Management (3)
- ECN 332 - Managerial Economics (3)

- ECN 343 - Money and Banking (3)
or
- FIN 343 - Money and Banking (3)

- ECN 448 - Business and Econ Forecasting (3)
- FIN 351 - Financial Management (3)
- FIN 352 - Investments (3)

- ECN 470 - Economics - Internship (3 to 12) (3 credits required)
or
- Elective in Accounting, Economics, Management, Marketing, or Risk Management and Insurance (300 level or higher) (3)

21 Credit Hours

Concentration in Financial Planning

- ACC 343 - Income Tax Planning (3)
- ECN 332 - Managerial Economics (3)
- ECN 448 - Business and Econ Forecasting (3)
- FIN 301 - Introduction to Financial Planning (3)
- FIN 352 - Investments (3)
- FIN 357 - Retirement Planning and Employee Benefits (3)
- FIN 483 - Cases in Financial Planning (3)
- RMI 325 - Insurance and Estate Planning (3)

24 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, and Sociology.

Program Credits

Core	34-55 Credits
Business Requirements	42 Credits
Concentration	15-24 Credits
College Electives	0-29 Credits
Total Credit Hours Required For Degree	120 Credits

Business Management (B.S.) - Hegis Code 0506

(Bachelor of Science Degree)

(Concentrations in General Management, Human Resources Management, and Marketing Management)

The purpose of the major is to prepare graduates for competent and responsible participation in business and society. Recognizing the crucial role of business activity in our economy and society, the major is designed to introduce students to the way business organizations function in the larger social context. Issues of ethics and social responsibility, the global nature of the business, and technological developments are emphasized throughout the curriculum. Skills in interpersonal dynamics, research, and oral and written communicational skills are also emphasized. Coursework is presented following an integrative approach and supported by discipline-specific content areas. An emphasis is also placed on the importance of experiential learning. Students will also have the opportunity to complete an experiential learning internship or project.

Learning Objectives

Graduates from this program will be able to:

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

Students completing the management concentration will also:

- Demonstrate proficiency with fundamental management frameworks and processes used to lead organizations and teams.
- Understand and apply planning, control and measurement methods in an organizational leadership context.

Students completing the general management concentration will also:

- Develop a more in-depth understanding of functional business areas to acquire a general knowledge of management.

Students completing the human resource concentration will also:

- Describe and discuss the contributions of human resource management to organizational outcomes;
- Recognize the legal issues and problems of human resource management.

Students completing the marketing concentration will also:

- Demonstrate proficiency in the strategic marketing practices or market segmentation, market targeting and market position;
- Employ a contemporary marketing philosophy that balances the needs of the customer, company, and society;
- Understand the concept of "value" and apply this to the 4P's of marketing.

Students completing the RMI concentration will also:

- Apply the risk management process to analyze business and individual/family risk issues;
- Explain the insurance and noninsurance risk management technologies and their proper utilization;

- Employ risk management best practices for businesses and individuals/families to analyze and interpret problems and cases.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Business Requirements

(Economics electives may be used to satisfy liberal arts requirements.)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

42 Credit Hours

Concentration

Day students should select one concentration from among General Management, Human Resources Management, Marketing Management, and Insurance and Risk Management. Continuing Education students must select the General Management concentration.

Concentration in General Management

- MGT 371 - Human Resource Management (3)
- MGT 372 - Operations Management (3)
- Choose one course 300 level or above from each of three of the following areas: Accounting, Economics, Finance, Management, Marketing, and Insurance and Risk Management. One must be ECN elective. (9)
- MGT 470 - Management - Internship (3) or a 300 or above course from the following: Accounting, Economics, Finance, Management, Marketing, Insurance and Risk Management (3)

18 Credit Hours

Concentration in Human Resources Management

Choose any four of the following courses:

- ECN 344 - Labor Problems (3)
or
- ECN 375 - Health Economics (3)

- MGT 371 - Human Resource Management (3)
- MGT 375 - Labor Relations and Collective Bargaining (3)
- MGT 471 - Organizational Behavior (3)
- MGT 470 - Management - Internship (3) or a 300 or above course from the following: Accounting, Economics, Finance, Management, Marketing, Insurance and Risk Management (3)
- PSY 101 - Introduction to Psychology (3)

- PSY 337 - Industrial and Organizational Psychology (3)
or
- PSY 372 - The Counseling and Interviewing Process (3)

- RMI 415 - Employee Benefits (3)

24 Credit Hours

Concentration in Marketing Management

- MKT 481 - Marketing Management (3)
- MKT 311 - Elements of Integrated Marketing Communication (3)
- MKT 313 - Marketing Research (3)
- MKT 315 - Consumer Behavior (3)
- MKT 401 - Retail Marketing (3)
- MKT 412 - Sales Management and Personal Selling (3)
- ECN elective 300 level or above (3)

21 Credit Hours

Concentration in Nonprofit Management

- CMM 261 - Media Writing (3)
and
- CMM 261L - Media Writing Lab (1)

- PRL 182 - Public Relations (3)
- PRL 343 - Grant Proposal Writing for the Nonprofit World (3)
- PRL 372 - Public Relations Strategies and Tactics (3)

- PRL 375 - Media Research and Metrics (3)
or
- MKT 311 - Elements of Integrated Marketing Communication (3)

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media (3)
- PRL 453 - Advancement Principles for Fundraising and Grants in a Nonprofit World (3)

25 Credit Hours

Concentration in Insurance and Risk Management

- RMI 326 - Principles of Insurance: Property and Liability (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)
- MGT 470 - Management - Internship (3) or ECN elective 300 level and above (3)

15 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, Professional Ethics, Psychology, and Sociology.

Program Credits

Core	34-55 Credits
Business Requirements	42 Credits
Concentration	15-25 Credits
College Electives	0-29 Credits
Total Credit Hours Required For Degree	120 Credits

Chemistry (B.S.)- Hegis Code 1905

(Bachelor of Science Degree)

Chemistry is the study of the composition, structure, properties, and reactions of matter at both the macroscopic and atomic levels. Students choosing chemistry as their major field of study will learn to understand and appreciate the physical world as a manifestation of its smallest molecular parts, both through abstract theoretical models and in direct laboratory experimentation. Through participation in a discipline that often occupies a central and unifying role in contemporary science programs, the student of chemistry is especially well equipped to pursue professional careers in medicine, industry, and teaching. During the course of their study, majors will have opportunities to perform and present original research, to engage in a culture and tradition of inquiry that is simultaneously rigorous and rewarding, and to take part in a variety of collaborations with the faculty. Exceptional students may also elect to pursue the degree with Honors. Flexibility within the major allows the student and adviser to design a program of study based on one of the following available concentrations:

The General Concentration is intended to provide a fundamental, well-rounded education in science and is ideal for pre-dental, pre-law or pre-medical students, for students who wish to teach, or for students seeking job entry at the technical level.

The Biochemistry Concentration is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for chemistry students who have an interdisciplinary interest in biology. Students will be prepared for entry-level careers in biochemistry and biotechnology or for further graduate and professional study in biochemistry or medicine.

The Environmental Concentration is intended for students with an interest in understanding the effects of human activity on atmospheric, aquatic, and terrestrial environments within a chemical context. By seeking solutions for such chemically based environmental problems as water pollution, acid rain, and hazardous wastes, environmental chemists help ensure a healthy environment for all living things.

The Professional Concentration is, like the Biochemistry Concentration, a recommended course of study from the American Chemical Society. It is especially suited for students who want to pursue graduate work in chemistry or careers in the chemical or pharmaceutical industries.

Students considering public school teaching as a career should refer to the programs in education listed alphabetically in this section of the catalog. Each student who studies the chemistry major should consult regularly with his or her adviser, particularly concerning the selection of electives.

The chemistry program is accredited by the American Chemical Society, the highest standard for undergraduate chemistry education. Students wishing to graduate with a B.S. in Chemistry certified by the American Chemical Society should complete the professional concentration with at least one credit hour of chemistry electives being laboratory based.

Learning Objectives

Students graduating from any program in the Department of Chemistry and Biochemistry at Utica College will demonstrate the ability to:

Think like a chemist

- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problems

Work like a chemist

- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds
- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist

- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

Students graduating from any of our B.S. programs (B.S. Chemistry, any concentration, and B.S. Biochemistry) will be prepared to immediately enter the chemical professions upon graduation. This includes:

- Entry into and success in graduate or professional school for further study in the chemical disciplines
- Direct entry into the chemical professions

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 213 - Introduction to Chemical Research Methods (3)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- CHE 323 - Quantitative Analysis (0,5)
- CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)
- CHE 495 - Senior Seminar (1)

29 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)

- MAT 202 - Calculus II (3)
- PHY 151 - General Physics I (0, 4) **and**
- PHY 152 - General Physics II (0, 4)
or
- PHY 261 - Physics I (0, 4) ² **and**
- PHY 262 - Physics II (0, 4) ²

14 Credit Hours

Concentration

In addition to the above courses the student must select one of four concentrations:

General Concentration

- CHE 423 - Instrumental Methods (0,5)
- CHE 473 - Inorganic Chemistry (0,4)
- Chemistry Electives - 300 or higher level (6)
- BIO 211 - General Biology I (0, 4) **and**
- BIO 212 - General Biology II (0, 4)
or
- GOL 225 - Physical Geology (0,4) **and**
- GOL 226 - Historical Geology (0,4)

23 Credit Hours

Biochemistry Concentration

- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 433 - Advanced Organic Chemistry (3)
- Chemistry Electives - 300 or higher level (3)
- BIO 211 - General Biology I (0, 4)
- BIO 212 - General Biology II (0, 4)
- BIO 321 - Genetics (0, 4)
- BIO 453 - Molecular Biology (0,4)

30 Credit Hours

Environmental Concentration

- CHE 405 - Environmental Chemistry (3)
- CHE 423 - Instrumental Methods (0,5)
- Chemistry Electives - 300 or higher level (3)
- BIO 211 - General Biology I (0, 4)
- BIO 212 - General Biology II (0, 4)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)
- MAT 112 - Basic Statistics (3)

34 Credit Hours

Professional Concentration

- CHE 346 - Physical Chemistry II: Structure (3)
- CHE 346L - Physical Chemistry Laboratory (1)
- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 423 - Instrumental Methods (0,5)
- CHE 473 - Inorganic Chemistry (0,4)
- Chemistry Electives - 300 or higher level (5)

22 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 64 credit hours of the 128 required must be in the liberal arts and sciences.

Note:

¹ The following requirements must be satisfied for the student to be considered for Honors in Chemistry:

- The student must have an average of 3.4 in chemistry courses and 3.4 overall average.
- The student must conduct a research project for at least two semesters and for a minimum of three credit hours (total) and present a seminar on the work.
- The student must apply for honors by April 14 of the senior year.
- The chemistry staff will evaluate the student's credentials and select those who will receive honors. Student participation in chemistry program activities will be considered.

For those who are selected, the transcript will read Bachelor of Science with Honors in Chemistry.

² Students choosing the Professional Concentration must take PHY 261, PHY 262.

Program Credits

Core	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	14 Credits
Concentration	22-34 Credits
College Electives	0-29 Credits
Total Credit Hours Required For Degree	128 credits

Childhood (Grades 1-6) Education- Hegis Code 0802

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Childhood (Grades 1-6) Education

Students pursuing the childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College Core curriculum):

- Six (6) credits of college-level work in a language other than English
- at least six (6) credits in each of the following fields: English, mathematics, science, and history
- Three (3) credits in the fine arts

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 314 - Children's Literature (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- EDU 471 - Student Teaching Seminar (0)

- EDU 475 - Student Teaching I (6)
and
- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)
and
- EDU 478 - Mentored Internship II (6)

- PSY 321 - Infancy and Childhood (3)

46 Credit Hours

Note:

Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

Childhood and Special Education (Grades 1-6) Program- Hegis Code 0802

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Childhood and Special Education (Grades 1-6) Program

Students pursuing the Childhood and Special Education Program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, government and politics, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology. In addition to the requirements of their major

and the courses in the childhood/special education program (listed below), the students must fulfill the following requirements (some of which may be satisfied by the Utica College Core curriculum):

- Six (6) credits of college-level work in a language other than English.
- At least six (6) credits in each of the following fields: English, Mathematics, Science and History.
- Three (3) credits in the Fine Arts, Music, or Theatre.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 326 - Childhood Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)
- EDU 471 - Student Teaching Seminar (0)

- EDU 475 - Student Teaching I (6)
and
- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)
and
- EDU 478 - Mentored Internship II (6)

55 Credit Hours

Note:

Students in the childhood/special education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure they meet this requirement.

Communication and Media (B.A.)- Hegis Code 0601

(Bachelor of Arts Degree)

The Communication and Media program at Utica College combines coursework in the liberal arts and courses designed to teach skills necessary to succeed in a variety of communication-related professions. This approach enables students to develop knowledge and a set of communication skills that are integral to personal exploration and growth, rewarding careers, and active, informed, and responsible citizenship in an increasingly complex world.

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

Total credit hours required for degree: 120

Learning Objectives

Successful graduates from this program will be able to:

- Demonstrate that they understand and can apply, both theoretically and practically, the dimensions involved in human and mediated communication;
- Write logically, clearly, and precisely on a professional level;
- Speak logically, clearly, and precisely on a professional level;
- Demonstrate competence in the operation and use of relevant computer and multimedia technology.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- CMM 101 - Interpersonal Communication (3)
 - CMM 103 - Introduction to Public Speaking (3)
 - CMM 181 - Intro to Mass Communication (3)
 - CMM 188 - Digital Toolkit (3)
 - CMM 226 - Introduction to Media Criticism (3)
 - CMM 261 - Media Writing (3)
 - CMM 261L - Media Writing Lab (1)
 - CMM 325 - Intercultural Communication (3)
 - CMM 467 - Communication Law (3) *
-
- CMM 450 - Fieldwork in Communication and Media (3)
or
 - CMM 481 - Senior Seminar (3)

28 Credit Hours

Major Electives

Students must take a total of 6 credit hours of electives at the 200-level or above from the following areas: Communication Arts (COM), Film Studies (FLM), Journalism (JLM), Public Relations (PRL) or Theatre (THE). Fieldwork or internships may not be used to fulfill this requirement.

Concentration

Students must declare and complete at least one of the following areas of concentration (*please note that some of the courses in these concentrations have prerequisites that must be fulfilled. In some instances, the prerequisites are satisfied by courses found in the CMM Major Course Requirements or by courses in the Utica College Core):

Communication Arts

The Communication Arts concentration focuses on developing a broad array of knowledge and skills applicable to many careers, with particular emphasis on oral, interpersonal, organizational, intercultural communication and media studies. Students engage in a critical assessment of the values underlying communication practices, technologies, institutions, and their social and ethical consequences. Advisors work with students to develop a course of study based on a student's interests and desired career path.

- COM 341 - Organizational Communication (3)
- Must take any 3-credit THE (Theatre) Course.

- COM 261 - Broadcasting and the Public Interest (3)
or
- COM 368 - Broadcast News and Society (3)

- COM 303 - Public Speaking II (3)
or
- COM 313 - Oral Interpretation of Literature (3)
or
- COM 403 - Argumentation (3)

Select two:

- COM 411 - Communication Theory (3)
- COM 426 - Theories of Visual Communication (3)
- COM 461 - Rhetorical Theory and Criticism (3)

Select two:

- COM 300 - Topics in Communication Arts (3)
- COM 301 - Advanced Interpersonal Communication (3)
- COM 337 - Health Communication (3)
- COM 385 - Political Communication (3)
- COM 466 - Community Organizing (3)
- COM 490 - Independent Study (1 to 3)

Electives

Students must select 6 credit hours of electives from the following areas: COM (Communication Arts), FLM (Film Studies), JLM (Journalism), PRL (Public Relations), THE (Theatre).

30 Credit Hours

Communication & Social Justice

Link your passion for social justice with a communication-based foundation and a variety of disciplinary perspectives to develop the knowledge and skills you need to understand and combat the social, cultural, and institutional causes of inequality, injustice and oppression. The concentration provides excellent preparation for students wishing to become human rights, civil rights, or environmental advocates, community organizers, social workers, alternative media workers, or lobbyists, as well as those considering graduate study in the social sciences, social work, or law.

- COM 341 - Organizational Communication (3)
- COM 403 - Argumentation (3)
- COM 466 - Community Organizing (3)

- COM 411 - Communication Theory (3)
or
- COM 426 - Theories of Visual Communication (3)
or
- COM 461 - Rhetorical Theory and Criticism (3)

Select three

(at least one course must be selected from each category)

Category One

- HIS 313 - U.S. Women's History (3)
- HIS 323 - Civil Rights and African American Nationalism (3)
- HIS 324 - Resistance, Race, and Labor (3)
- ANT 251 - Native American Culture and History (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- SOC 225 - Social Problems (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 342 - Urban Sociology (3)
- SOC 367 - Race Class Gender & Sexuality (3)

Category Two

- GOV 211 - Introduction to Human Rights (3)
or
- HRA 211 - Introduction to Human Rights (3)

- GOV 235 - Civil Rights, Public Policy, and Social Change (3)
- GOV 346 - Civil Liberties (3)
- PHI 425 - Theories of Justice (3)

Select three

- COM 303 - Public Speaking II (3)
- ENG 315 - Writing in the Professions (3)
- JLM 276 - Television Story Production (3)
- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)
- MKT 311 - Elements of Integrated Marketing Communication (3)
- PRL 182 - Public Relations (3)
- PRL 385 - Event Planning and Campaigns (3)
- THE 320 - Theatre for Social Justice (3)
- THE 333 - Production in the Theatre (3)
- THE 441 - Directing in the Theatre (3)

30 Credit Hours

Creativity Studies

Brainstorm, experiment, fail, try again and discover new ways to deal with challenges. Creativity is the ability to come up with a variety of innovative solutions to a problem, and it is a skill that anyone can develop and apply to any field. Students who select a concentration in Creativity Studies will combine the skills from their core communication classes with a variety of arts and learn to apply all of these in any future career path. This is particularly beneficial for students who choose careers where they will be asked to develop creative ways to get across a message using multiple media or any field where innovation is critical.

- HUM 115 - Introduction to Creativity (3)
- COM 426 - Theories of Visual Communication (3) (or other upper-level theory class in one of the other arts areas - must be approved by advisor)
- COM 470 - Communication - Internship (1 to 6) (3 credits required)

Select one:

- Select one additional core level-arts class (this cannot be counted towards core)
Students must take classes in more than one arts area (Creative Writing, Fine Arts, Film Studies, Graphic Arts/Design, Music, and Theatre). If a student is taking courses in only two arts areas, then they must have at least nine credits in each (a class taken in core can count towards this).

Select four:

- 300-level studio, production, or performance-based classes (hands-on classes) (12)

Select two:

- 300-level or higher Literature, History, styles, or theory class (if in English, student must demonstrate how it relates to specific creative writing interest) (6)

30 Credit Hours

Health Communication

This concentration will provide students with an understanding of the many ways that communication plays a role in healthcare. Whether it is the interaction between a physician and a patient discussing treatment options for a serious illness, the unraveling of complicated healthcare insurance rules, or effectively explaining dangerous drug interactions to an elderly patient, healthcare in our society requires professionals who understand the importance of communication.

- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- ANT 415 - Cultures, Health, & Healing (3)
- PHI 385 - Healthcare Ethics (3)

Select one:

- COM 303 - Public Speaking II (3)
- COM 403 - Argumentation (3)

Select one:

- COM 411 - Communication Theory (3)
- COM 426 - Theories of Visual Communication (3)
- COM 461 - Rhetorical Theory and Criticism (3)

Select four:

- AGE 101 - Introduction to Aging (3)
- ECN 375 - Health Economics (3)
- GOV 207 - Public Health at the Local Government Level (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 354 - Healthcare Topics in Media (3)
- PSY 363 - Health Psychology (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

30 Credit Hours

Theatre

Theatre is live storytelling for a physically present audience. We are constantly performing and creating stories in our everyday lives. Learn how to get your messages across more effectively through performance and production. Students who take a concentration in Theatre will learn how to use creative problem solving skills, collaboration and improvisational thinking to benefit them in a variety of ways no matter which career path they choose.

- THE 115 - Introduction to Theatre (3)
- THE 136 - Elements of Acting (3)
- THE 333 - Production in the Theatre (3)
- THE 375 - Literature of the Theatre (3)
- THE 441 - Directing in the Theatre (3)
- COM 470 - Communication - Internship (1 to 6) (3 credits required)

Select one:

- THE 455 - Theatre History I (3)
- THE 456 - Theatre History II (3)

Select one (Literature, History, Theory):

- THE 300 - Select Topics: Theatre (1 to 3) (3 credits required)
- THE 385 - World Drama (3)
- THE 400 - Advanced Topics in Theatre (3)

Select two (Performance and Production):

- THE 315 - Puppetry I (3)
- THE 316 - Puppetry II (3)
- THE 320 - Theatre for Social Justice (3)
- THE 336 - Advanced Acting (3)
- THE 347 - Scenic Painting (3)
- THE 348 - Special Effects (3)

30 Credit Hours

Electives

Students must complete sufficient elective courses to earn at least the minimum number of credit hours required for this degree.

Note:

At least 18 credits of major coursework must be at the 300-level or higher.

Program Credits

Core	34-55 Credits
Major Course Requirements	28 Credits
Major Electives	6 Credits
Concentration	30 Credits
College Electives	1-22 Credits
Total Credit Hours Required For Degree	120 Credits

Communication and Media (B.S.)- Hegis Code 0601

(Bachelor of Science Degree)

The major in Communication and Media is an exciting and effective way to learn about important aspects of the information that we share (communication) and the ways that we share it (media). Students will develop the skills necessary to discover, understand, and report this information, and the knowledge necessary to analyze the power of the various ways that we share it. A common core of courses will be required for all students to provide essential skills in written, oral, and digital communication. These common courses will also help students develop their understanding of historical, legal, cultural, and critical aspects of communication. All students will be required to put their knowledge into practice through senior experiences before they graduate. In addition to this core of required courses, each student will work closely with an adviser to select and complete a concentration in one of these areas:

- Journalism
- Public Relations
- Sports Journalism
- Sports Communication & Public Relations

These concentrations are diverse, as evidenced by traditional liberal arts areas like Communication Arts and career paths like Journalism. The program also brings new areas of study to the major such as Creativity Studies and Communication & Social Justice. Students will also be encouraged to explore areas in the field outside their concentration through major electives.

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.

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.

Total credit hours required for degree: 120

Learning Objectives

Successful graduates from this program will be able to:

- Demonstrate that they understand and can apply, both theoretically and practically, the dimensions involved in human and mediated communication,
- Write logically, clearly, and precisely on a professional level,
- Speak logically, clearly, and precisely on a professional level,
- Demonstrate competence in the operation and use of relevant computer and multimedia technology.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 181 - Intro to Mass Communication (3)
- CMM 188 - Digital Toolkit (3)
- CMM 226 - Introduction to Media Criticism (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- CMM 325 - Intercultural Communication (3)
- CMM 467 - Communication Law (3)

- CMM 450 - Fieldwork in Communication and Media (3)
- or
- CMM 481 - Senior Seminar (3)

28 Credit Hours

Major Electives

Students must take a total of 6 credit hours of electives at the 200-level or above from the following areas: Communication Arts (COM), Film Studies (FLM), Journalism (JLM), Public Relations (PRL) or Theatre (THE). Fieldwork or internships may not be used to fulfill this requirement.

Concentration

Students must declare and complete at least one of the following areas of concentration (*please note that some of the courses in these concentrations have prerequisites that must be fulfilled. In some instances, the prerequisites are satisfied by courses found in the CMM Major Course Requirements or by courses in the Utica College Core):

Journalism

The journalism concentration provides the core courses necessary for today's digital, broadcast and print journalist. Students will learn the storytelling, reporting and media production skills essential for careers in journalism and study the issues shaping the field. The concentration emphasizes hands-on experience through interactive classes, working with student media organizations and internships with professional media organizations.

- COM 130 - WPNR Practicum (1)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UC TV Practicum (1)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 365 - Information Design (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- JLM 461 - Multimedia Web Design (3)

Select one:

- JLM 259 - Broadcast News Writing (3)
- COM 368 - Broadcast News and Society (3)

Select one:

- JLM 364 - Editing (3)
- JLM 378 - Television News Field Reporting and Production (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 476 - Producing and Anchoring the News (3)

30 Credit Hours

Public Relations

The public relations concentration prepares students to manage relationships between an organization and its key publics by becoming skilled in communicating across multiple media platforms, research, problem solving, strategic decision making, conflict resolution, speaking and campaign/event planning. Public relations practitioners are highly sought after in a wide range of industries, including business, government, education, sports, health care, and human services.

- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)
- PRL 182 - Public Relations (3)
- PRL 372 - Public Relations Strategies and Tactics (3)
- PRL 375 - Media Research and Metrics (3)
- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media (3)
- PRL 482 - Cases in Public Relations Management (3)

Electives

Students must select six hours of electives from Public Relations and/or Journalism; or MKT 211* (Principles of Marketing) and three hours of electives in Public Relations or Journalism.

30 Credit Hours

Sports Communication & Public Relations

The sports communication and public relations concentration is designed for the person who wants to promote sports and emphasizes applying public relations skills in a sports setting. Students study the complex relationship between sports and the media, how the business of sports works, and how sports reporters craft their stories. Students also gain experience through internships at professional sports organizations and sports media outlets.

- PRL 182 - Public Relations (3)
- PRL 285 - Sports and The Media (3)
- PRL 372 - Public Relations Strategies and Tactics (3)
- PRL 375 - Media Research and Metrics (3)
- PRL 395 - Sports Information and Public Relations (3)
- PRL 454 - The Business of Sports (3)
- PRL 482 - Cases in Public Relations Management (3)

Select one:

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media (3)

Select one:

- PRL 433 - The Olympics (3)
- PRL 435 - Sports and Television (3)

Select one:

- JLM 241 - Television Sportscast (3)
- JLM 374 - Sportswriting (3)

30 Credit Hours

Sports Journalism

The sports journalism concentration focuses on how to cover sports for television, websites and other digital media, magazines, and newspapers. Students learn to write and produce sports stories, study the complex relationship between sports and the media, and learn how the business of sports works. Students also gain hands-on experience through professional media internships and student media outlets.

- JLM 241 - Television Sportscast (3)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 285 - Sports and the Media (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 374 - Sportswriting (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- JLM 454 - The Business of Sports (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 461 - Multimedia Web Design (3)

Select one:

- JLM 433 - The Olympics (3)
- JLM 435 - Sports and Television (3)

30 Credit Hours

Electives

Students must complete sufficient elective courses to earn at least the minimum number of credit hours required for this degree.

Note:

At least 18 credits of major coursework must be at the 300-level or higher.

Program Credits

Core	34-55 Credits
Major Course Requirements	28 Credits
Major Electives	6 Credits
Concentration	30 Credits
College Electives	1-22 Credits
Total Credit Hours Required For Degree	120 Credits

Computer Science (B.S.) - Hegis Code 0701

(Bachelor of Science Degree)

The mission of the Bachelor's of Science degree program in Computer Science is to develop a student's ability to apply the distinctive processes of computer science theory, design, abstraction and implementation in order to solve problems across a wide range of subject areas within the discipline of computer science.

The major in computer science prepares students to design and develop systems in areas of science, industry, civil service, and education; to adapt to the continuous changes in technology, and to create new ones. For those desiring more specialization, the program is a sound preparation for graduate study in computer science.

There are three concentrations that can be taken to meet the major-related requirements of the computer science major. The Scientific Concentration is intended for the science and technology-oriented student. The mathematical background obtained will prepare the graduate to handle analytical problems and systems requiring a scientific preparation and mathematical sophistication.

The Business Concentration is for the student intending to work primarily in areas applied to business or finances.

The Computer Security Concentration is intended for the student who is interested in pursuing a career that focuses on protecting information within both government and private sectors.

Total credit hours required for degree: 128

Learning Objectives

Students will:

- Apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline;
- Analyze a problem, and identify and define the computing requirements appropriate to its solution;
- Design, implement, and evaluate a computer-based system, process component, or program to meet desired needs;
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrate comprehension of the tradeoffs involved in design choices;
- Apply design and development principles in the construction of software systems of varying complexity.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- CSC 101 - Computer Science I (0,3)
- CSC 102 - Computer Science II (0,3)
- CSC 201 - Discrete Mathematics (4)
- CSC 301 - Foundations of Computing (3)
- CSC 303 - Computer Organization & Programming (4)
- CSC 316 - Object-Oriented Programming (3)
- CSC 322 - Data Structures and Algorithms (3)
- CSC 323 - Introduction to Networks (3)
- CSC 325 - Programming Languages (3)
- CSC 343 - Database Systems (4)
- CSC 425 - Operating System Concepts (3)
- CSC 433 - Software Engineering (0,3)

39 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- PHI 108 - Professional Ethics (3)

9 Credit Hours

Concentration

Students must choose one of three concentrations:

Scientific Concentration

- MAT 301 - Calculus III (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

17 Credit Hours

Business Concentration

- MAT 112 - Basic Statistics (3)
or
- ECN 241 - Statistics (3)

- ACC 201 - Financial Accounting (3)
- ECN 141 - Principles of Macroeconomics (3)
- FIN 333 - Corporate Finance (3)
- MGT 101 - Introduction to Contemporary Business (3)

15 Credit Hours

Computer Security Concentration

- CRJ 335 - Cybercrime Law and Investigations (3)
- CSC 432 - Computer and Network Security (4)
- CRJ 435 - Computer Forensics (3)

- MAT 112 - Basic Statistics (3)
or
- ECN 241 - Statistics (3)

16 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 128 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	39 Credits
Major Related Course Requirements	9 Credits
Concentration	15-17 Credits
College Electives	8-31 Credits

Construction Management (B.S.) - Hegis Code 0599

(Bachelor of Science Degree)

The curriculum for this major is designed to prepare students for careers centered on the management of construction projects. It includes a balanced focus on technical construction knowledge - like methods and materials, thermal comfort, and building layout - and the managerial, financial, and planning skills necessary for completing construction projects successfully. Also, throughout the curriculum, there are consistent emphases on such broad strengths as excellence in oral and written communication, an understanding of the social and cultural dynamics of the construction industry, and the qualities of ethical business practice and the principles of social responsibility.

Learning Objectives

Graduates from this program will be able to:

- Create written communications appropriate to the construction discipline
- Create oral presentations appropriate to the construction discipline
- Create a construction project safety plan
- Create construction cost estimates
- Create construction project schedules
- Analyze professional decisions based on ethical principles
- Analyze construction documents for planning and management of construction processes
- Analyze methods, materials, and equipment to constructs projects
- Apply construction management skills as a member of a multi-disciplinary team
- Apply electronic-based technology to manage the construction processes
- Apply basic surveying techniques for construction layout and control
- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process
- Understand construction risk management
- Understand construction accounting and cost control
- Understand construction quality assurance and control
- Understand construction project control processes
- Understand the legal implications of contract, common, and regulatory law to manage a construction project
- Understand the basic principles of sustainable construction
- Understand the basic principles of structural behavior
- Understand the basic principles of mechanical, electrical, and piping systems

Program Operational Goals

- Increase student enrollment
- Maintain program curriculum alignment with the needs of industry
- Facility improvements.
- Maintain accreditation by the American Council for Construction Education (ACCE)
- Promote a professional 'can-do' department culture focused on serving our customers.
- Achieve a graduate employment placement rate of 80% within three (3) months of graduation.
- Sustain a proactive relationship with the administration and admissions.
- Increase industry financial support/participation in the program.

Special Requirements

To be eligible for graduation all students pursuing a B.S. Degree in Construction Management must earn a minimum grade of "C" in all major and all major-related courses. In the event a student does not achieve the minimum grade of "C", the course must be repeated until that level of scholarship is achieved.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- CMG 103 - Introduction to Construction Management (3)
- CMG 104 - Plan Reading and Quantity Takeoff (3)
- CMG 117 - Construction Graphics and Applications (3)
- CMG 221 - Methods and Materials I (3)
- CMG 222 - Methods and Materials II (3)
- CMG 225 - Documents and Specifications (3)
- CMG 233 - Surveying (3)
- CMG 331 - Estimating I (3)
- CMG 332 - Estimating II (3)
- CMG 336 - Mechanical and Electrical Systems (3)
- CMG 337 - Statics and Strengths of Materials (3)
- CMG 345 - Site Planning and Equipment (3)
- CMG 417 - REVIT for Construction Managers (3)
- CMG 423 - Construction Finance (3)
- CMG 437 - Planning and Scheduling (3)
- CMG 447 - Project Management and Safety (3)
- CMG 475 - Senior Seminar (3)

51 Credit Hours

Note:

Students must complete **CMG 465 - Experiential Learning (0)**. This zero credit course requires students to complete a minimum of 480 contact hours experiential learning under the direction of an industry sponsor as specified in the Construction Management Internship Resource Manual.

Major-Related Course Requirements

- ACC 201 - Financial Accounting (3)
- CMM 103 - Introduction to Public Speaking (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- GOL 225 - Physical Geology (0,4)
- MAT 124 - Intermediate Algebra (3)
- MGT 201 - Principles of Organization and Management (3)
- MAT 151 - Pre-Calculus (3)
- PHI 108 - Professional Ethics (3)
- PHY 151 - General Physics I (0, 4) : Mechanics, Heat and Waves
- PHY 152 - General Physics II (0, 4) : Electricity, Optics, Radiation

Select one:

- ECN 344 - Labor Problems (3)
- ENV 201 - Introduction to Environmental Issues (3)

- ENG 315 - Writing in the Professions (3)
- CMM 181 - Intro to Mass Communication (3)

Select one:

- ACC 202 - Managerial Accounting (3)
- CMG 436 - Temporary Structures (3)
- BUL 302 - Law of Business Organizations (3)
- FIN 333 - Corporate Finance (3)
- MGT 375 - Labor Relations and Collective Bargaining (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

45 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 125 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	51 Credits
Major Related Course Requirements	45 Credits
Total Credit Hours Required For Degree	125 Credits

Dietetics and Nutrition (B.S.) - Hegis Code 1306

Nutrition is an interdisciplinary science that requires understanding of food production, consumption and utilization. The mission of the coordinated Dietetics and Nutrition Major (CDNM) is to prepare entry-level registered dietitian nutritionists through a curriculum that provides active and experiential knowledge and skills for the CDR credentialing exam. Our diverse approach emphasizes critical thinking, responsible citizenship, and integrating research into dietetics practice.

Learning Objectives

Students will have proficiency in each of the following areas of after completing this program:

Scientific knowledge of nutrition.

Clinical and customer services.

Practice management.

Proficiency in medical nutrition therapy.

Upon successful completion of the academic portion of the major, students will be eligible to complete the fifth year of the CDNM: the required 1200 hour supervised practice (internship) that will enable them to take the Registered Dietitian Nutritionist national registration exam

Academic Requirements

Core: 34-55 Credit Hours

Major Course Requirements

- ANT 367 - Food and Culture (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CHE 403 - Chemistry of Cooking (3)
- NTR 303 - Food Service and Nutrition Service Management and Policy (3)
- NTR 304 - Lifespan Nutrition and Diet Modification (3)
- NTR 307 - Health Care Systems and Policy (3)
- NTR 324 - Medical Nutrition Therapy and Counseling (3)
- NTR 403 - Nutritional Biochemistry (3)
- NTR 434 - Food Production & Human Health (3)

- ANT 312 - Social Science Research Methods (3)
or
- SOC 312 - Social Science Research Methods (3)
or

- BIO 231 - Research Methods I (3)
and
- BIO 232 - Research Methods II (3)

- NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)
or
- NTR 453 - Nutrition Capstone Experience: Study Abroad in Nutrition (3)
or
- NTR 495 - Nutrition Capstone Experience: Senior Seminar in Nutrition (3)

- NTR 404 - Advanced Medical Nutrition Therapy and Counseling (3)
- NTR 491 - Professional Experience: Internship I (12)
- NTR 492 - Professional Experience: Internship II (12)

63-66 Credit Hours

Major-Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- BIO 211 - General Biology I (0, 4)
- CHE 211 - General Chemistry I (0,4)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)

- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)

29 Credit Hours *(Some required courses also count towards Core)

Major Electives

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

Program Credits

Core	34-55 Credits
Major Course Requirements	63-66 Credits
Major Related Course Requirements	19 Credits
College Electives	0-4 Credits
Total Credit Hours Required For Degree	120-140 Credits

Early Childhood (Birth-Grade 2) Education

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Early Childhood (Birth-Grade 2) Education

Students pursuing the early childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College Core curriculum):

- Six (6) credits of college-level work in a language other than English
- At least six (6) credits in each of the following fields: English, mathematics, science, and history

- Three (3) credits in the fine arts

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 314 - Children's Literature (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- EDU 471 - Student Teaching Seminar (0)

- EDU 475 - Student Teaching I (6)
and
- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)
and
- EDU 478 - Mentored Internship II (6)

- PSY 321 - Infancy and Childhood (3)

52 Credit Hours

Note:

Students in the early childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

Early Childhood/Childhood (Birth to Grade 6) Education Program

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area

schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching. There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching. Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Early Childhood/Childhood (Birth to Grade 6) Education Program

Students pursuing the early childhood/childhood education program must major in a liberal arts field. At Utica College, the following liberal arts majors are available: biology, chemistry, communication arts, economics, government and politics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology. In addition to the requirements of their major and the courses in the early childhood/childhood education program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College Core curriculum):

- Six (6) credits of college-level work in a language other than English
- At least six (6) credits in each of the following fields: English, mathematics, science, and history
- Three (3) credits in the fine arts

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 314 - Children's Literature (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)
- EDU 471 - Student Teaching Seminar (0)

- EDU 475 - Student Teaching I (6)
and
- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)
and
- EDU 478 - Mentored Internship II (6)

52 Credit Hours

Note:

Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your adviser.

Economics (B.A.) - Hegis Code 2204

(Bachelor of Arts Degree)

Economics is the science that studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one's understanding of economic and political problems in the national and world economy. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Learning Objectives

Graduates from this program will be able to:

- Solve economic problems using analytical and critical thinking skills;
- Employ oral communication skills to influence a professional audience;
- Demonstrate proficiency in written communications across multiple platforms and purposes;
- Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision making;
- Recognize the importance of the global economic and business environment;
- Identify and interpret legal and ethical issues in the global business environment;
- Apply microeconomic principles to evaluate markets in allocating resources;
- Explain how the macroeconomy functions and identify the government's role in affecting unemployment, inflation, and growth;
- Complete an integrative research project that embeds required tools and skills.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(Some of the following may be used to satisfy core requirements.)

- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- ECN 332 - Managerial Economics (3)
- ECN 341 - Intermediate Macroeconomic Theory (3)
- ECN 343 - Money and Banking (3)
- ECN 474 - Economics Research Proposal (1)

34 - 40 Credit Hours

Major-Related Course Requirements

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- Electives from Social Sciences (9)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
or
- MAT 201 - Calculus I (3)

18-21 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	34-40 Credits
Major Course Related Requirements	18-21 Credits
College Electives	4-34 Credits
Total Credit Hours Required For Degree	120 Credits

Emergency Management (Certificate) - Hegis Code 5505

This Certificate in Emergency Management program prepares students to lead, manage, or support critical incident mitigation.

Total hours required for the certificate: 15

Required Courses

- HEM 301 - Introduction to Homeland Security and Emergency Management (3)
- HEM 321 - Leadership Issues in Homeland Security and Emergency Management (3)
- HEM 332 - Technological Challenges in Homeland Security and Emergency Management (3)
- HEM 380 - All Hazards: Planning, Response, Mitigation, and Recovery (3)
- HEM 391 - The National Incident Management System and The Incident Command System (NIMS and ICS) (3)

English (B.A.) - Hegis Code 1501

(Bachelor of Arts Degree)

English majors study the great heritage of the English-speaking peoples in a comprehensive and varied program that includes literature, the history and structure of the 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, and are therefore prepared to teach, do graduate work, or enter any occupation that requires critical thinking, good writing, and a broad perspective.

Detailed advising guides (available from any member of the department faculty or in the School of Arts and Sciences Office) help students select from the options in the major requirements to prepare themselves for careers in business, civil service, law, or publishing, for graduate work in English language, English as a second language, literature, or writing.

Students planning to be certified in K-12 teaching will take elective courses that will strengthen their expertise in their content area of specialization. Prospective childhood education teachers will be advised to take ENG 303 when possible.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the English Major should be able to:

- Write about texts using MLA conventions;
- Demonstrate an understanding of literature in its time and culture;
- Articulate ideas about texts with the use of close readings;
- Recognize authorial choices when writing texts;
- Demonstrate an understanding of the phonological, morphological, and syntactic patterns of the English language.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Figures in Literature

- ENG 111 - Introduction to English Studies (1)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)

- ENG 295 - American Literature to 1865 (3)
or
- ENG 296 - American writers from 1865 to the present (3)

- ENG 367 - Shakespearean Drama (3)

13 Credit Hours

English Language Requirement: 3 credits total

- ENG 311 - Modern English Grammar (3)
- ENG 318 - Introduction to Linguistics (3)
- ENG 408 - History of the English Language (3)

Writing Requirement: 3 credits total

- ENG 304 - Advanced Composition (3)

- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 315 - Writing in the Professions (3)

Major-Related Course Requirements

- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- Literature Elective at 300 or 400 level (3)

9 Credit Hours

Upper Level Electives

Must complete 15 credit hours of 300 or 400 level English courses. Must include two additional American Literature course, at least one of them should be a 300 level (ENG 295, ENG 296, ENG 306, ENG 385, ENG 392, ENG 395, ENG 396, or ENG 397). Must include one British Literature course (ENG 305, ENG 335, ENG 336, ENG 345, ENG 355, ENG 356, ENG 357, ENG 466, ENG 468).

15 Credit Hours

Note:

Students enrolled in the program in education must obtain a favorable recommendation from the English Department faculty prior to being approved for student teaching placements in addition to meeting any separate requirements established by the Education Department. Those students most likely to receive a favorable departmental recommendation will have maintained an overall GPA of 3.0 (4.0 scale) in required major and major-related courses. Detailed guidelines outlining recommendation standards are available in the School of Arts and Sciences office.

Program Credits

Core	34-55 Credits
Major Course Requirements	13 Credits
Major Related Course Requirements	15 Credits
Major Electives	15 Credits
College Electives	22-43 Credits
Total Credit Hours Required For Degree	120 Credits

French (B.A.) - Hegis Code 1102

The focus of this major is to master French and learn to apply it to an occupation, a field of study, or other life interests. Students will develop an understanding of the grammar and literature of the French language and the cultures of the people who speak French. The Senior Research Project will combine French with background knowledge from courses in a Major Related Sequence (such as Education, Sociology or Human Rights Advocacy). This major is designed to meet the needs of those students intending to interact with a French-speaking population, be it in business and management, education, social services, journalism, law, travel and tourism, or other fields that require French. Total credit hours required for degree: 120 credit hours

Program Learning Goals

Students who complete the BA in French will:

- Demonstrate linguistic abilities in understanding, speaking, reading, and writing in French.
- Recognize and explain different cultural beliefs and practices of the people who speak French

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

At least 30 credits beyond the 202-level must be taken in French. Prior competency in French must be demonstrated before students are enrolled in courses beyond French 202. It is strongly recommended that at least 12 of the 300- and 400-level credits be taken abroad in a program approved by the language faculty in conjunction with the Director of International Programs. Students should begin working early with their advisors and with the Office of International Programs to plan for the overseas experience, including the likelihood of additional expense associated with travel.

Required Courses

- FRE 101 - Beginning French I (3) *
- FRE 102 - Beginning French II (3) *
- FRE 201 - Intermediate French I (3) *
- FRE 202 - Intermediate French II (3) *

Senior Project

- FRE 490 - Independent Study (3 to 6)
(6 credits required)

Culture/ Civilization

One of the following:

- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 347 - French Civilization and Culture (3)

Conversation

One of the following:

- FRE 237 - French Conversation and Grammar Review (3)
- FRE 327 - Spoken French (3)

Literature

One of the following:

- FRE 288 - Introduction to French Literature (3)
- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 388 - Masterpieces of French Literature (3)

Advanced Grammar and Composition

- FRE 337 - Advanced French Composition and Grammar Review (3)

Electives

4 courses at the 300/ 400 level (1 course may be in translation). Examples:

- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 311 - French Film (3)
- FRE 327 - Spoken French (3)
- FRE 388 - Masterpieces of French Literature (3)

42 Credit Hours

Major Related Courses

Students must complete either Track A or Track B.

Track A: Theoretical Aspects of Cultural Sensitivity

- ANT 351 - Language and Culture (3)
or
- ENG 351 - Language and Culture (3)
or
- SOC 252 - Race and Ethnicity (3)

- CMM 325 - Intercultural Communication (3)
or
- COM 341 - Organizational Communication (3)

6 Credit Hours

Track B: Experiential Track

Students may fulfill the cultural sensitivity requirements by passing the 101/102 sections of a language other than French. Students must have no prior experience with this language.

- Secondary Foreign Language 101 (3)
- Secondary Language 102 (3)

In consultation with the student's advisor, the requirement can be satisfied with:

- ARB 101 - Beginning Arabic I (3)
or
- ARB 102 - Beginning Arabic II (3)

- CHI 101 - Beginning Chinese I (3)
or
- CHI 102 - Beginning Chinese II (3)

- GER 101 - Beginning German I (3)
or
- GER 102 - Beginning German II (3)

- ITA 101 - Beginning Italian I (3)
or

- ITA 102 - Beginning Italian II (3)
- JPN 101 - Beginning Japanese I (3)
or
- JPN 102 - Beginning Japanese II (3)
- LAT 101 - Beginning Latin I (3)
or
- LAT 102 - Beginning Latin II (3)
- SPA 101 - Beginning Spanish I (3)
or
- SPA 102 - Beginning Spanish II (3)

6 Credit Hours

Major Related Sequence

A sequence of courses in another field or combination of fields, as guided by the adviser, designed to complement the major courses. Content from the major related sequence will be integrated into the Senior Research Project (15-21)

Notes:

* It is anticipated that most incoming French Majors will already have completed the equivalent of FRE 101 - Beginning French I (3) and FRE 102 - Beginning French II (3), and possibly FRE 201 - Intermediate French I (3) and FRE 202 - Intermediate French II (3).

**May be repeated once for credit, provided topics are not the same.

Program Credits

Core	34-55 Credits
Major Course Requirements	42 Credits
Major Related Course Requirements	6 Credits
Major Related Sequence	15-21 Credits
College Electives	0-23 Credits
 Total Credit Hours Required For Degree	 120 Credits

Geoscience (B.A.) - Hegis Code 1917

(Bachelor of Arts degree)

The mission of the Department of Geology is to provide knowledge and understanding of the earth and its hazards and resources as well as an understanding of the interactions of the earth with other natural environments and with society to students in Geoscience, the other natural sciences, liberal arts, and pre-professional programs who choose such courses as part of their majors, minors and general education electives.

Geoscience is a broad, interdisciplinary field comprising geology as well as aspects of ocean science, atmospheric science, planetary science, and environmental science. Utica College offers both B.S. and B.A. degrees in Geoscience. Those interested in a program in earth and environmental science designed to provide substantial breadth in science preparation by also including coursework in biology, environmental issues, and astronomy may elect to

pursue the B.A. Each degree is also appropriate for teaching secondary earth science. Students interested in teaching should see also the Programs in Education.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the BA degree will:

- Be able to explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence;
- Be able to describe aspects of Plate Tectonic Theory about which there is uncertainty and/or disagreement;
- Be able to explain how earth processes and materials impact human society, and how activities of human society impact the earth and environment;
- Be able to describe and explain in detail several examples of each;
- Be able to explain what historical science is as well as why it is performed;
- Understand how modern-day processes can be used to reconstruct the processes and events of Earths' deep past and its evolution over periods of time.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements: 29 Credit Hours

Foundations of Geoscience:

- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4) ¹
- GOL 226 - Historical Geology (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 410 - Geoscience Seminar and Current Topics (1) ²

One of the following:

- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 333 - Weather and Climate (0,4)

Major Related Course Requirements: 11 Credit Hours

- CHE 211 - General Chemistry I (0,4)
- MAT 112 - Basic Statistics (3)

- PHY 151 - General Physics I (0, 4)
or
- PHY 261 - Physics I (0, 4)

40 Credit Hours

Additional Course Requirements

B.A. in Geoscience: 10 Credit Hours

- BIO 211 - General Biology I (0, 4)
- ENV 201 - Introduction to Environmental Issues (3)
- PHY 116 - Astronomy: A Study of the Universe (0, 4)

Note:

¹Some students may develop an interest in geoscience while taking GOL 105 for Core. In such instances, students may substitute GOL 105 for GOL 225 by also successfully completing GOL 225 Lab while registered for 1 credit of GOL 390.

²Students are required to take GOL 410 twice.

Program Credits

Core	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	21 Credits
College Electives	15-36 Credits
Total Credit Hours Required for Degree	120 Credits

Geoscience (B.S.) - Hegis Code 1917

(Bachelor of Science Degree)

The mission of the Department of Geology is to provide knowledge and understanding of the earth and its hazards and resources as well as an understanding of the interactions of the earth with other natural environments and with society to students in Geoscience, the other natural sciences, liberal arts, and pre-professional programs who choose such courses as part of their majors, minors and general education electives.

Utica College offers both B.S. and B.A. degrees in Geoscience. The B.S. affords greater depth in geoscience and the other physical sciences and is designed to prepare students to work in applied earth and environmental science or pursue graduate studies in geoscience or related disciplines. Students interested in teaching should see also the Programs in Education.

Total credit hours required for degree: 128

Learning Objectives

Students who complete the BS degree will:

- Be able to explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence;
- Be able to describe aspects of Plate Tectonic Theory about which there is uncertainty and/or disagreement;
- Be able to explain how earth processes and materials impact human society, and how activities of human society impact the earth and environment;
- Be able to describe and explain in detail several examples of each;
- Be able to describe and explain the limitations of several different methods used to perform historical science, and understand and be able to explain how and why multiple approaches are used simultaneously

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements: 29 Credit Hours

Foundations of Geoscience:

- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4) ¹
- GOL 226 - Historical Geology (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 410 - Geoscience Seminar and Current Topics (1) ²

One of the following:

- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 333 - Weather and Climate (0,4)

Major Related Course Requirements: 11 Credit Hours

- CHE 211 - General Chemistry I (0,4)
- MAT 112 - Basic Statistics (3)

- PHY 151 - General Physics I (0, 4)
or
- PHY 261 - Physics I (0, 4)

40 Credit Hours

Additional Course Requirements

B.S. in Geoscience: 27-29 Credit Hours

- CHE 212 - General Chemistry II (0,4)
- GOL 326 - Petrology: Rocks and Environments (0,4)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

- PHY 152 - General Physics II (0, 4)
or
- PHY 262 - Physics II (0, 4) ³

- Electives in CHE, ENV, GOL, MAT, or PHY at or above 300-level (6-8)

Capstone Experience in Geoscience - select one of the following:

- GOL 450 - Research in Geoscience (1 to 3) (3 credits required)
- GOL 460 - Field Experience in Geoscience (3 to 6) (3 credits required)
- GOL 470 - Geoscience - Internship (0 to 12) (3 credits required)

Note:

¹Some students may develop an interest in geoscience while taking GOL 105 for Core. In such instances, students may substitute GOL 105 for GOL 225 by also successfully completing GOL 225 Lab while registered for 1 credit of GOL 390.

²Students are required to take GOL 410 twice.

³For students interested in continuing on to graduate studies in earth and environmental science, the calculus based physics courses PHY 261 and PHY 262 are highly recommended. These require MAT 201 - Calculus I (3) and MAT 202 - Calculus II (3).

Program Credits

Core	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	38-40 Credits
College Electives	4-27 Credits
Total Credit Hours Required For Degree	128 Credits

Government and Politics (B.A.) - Hegis Code 2207

(Bachelor of Arts Degree)

The government and politics program (GPP) enables students to gain a comprehensive understanding of the principles, processes, and structures of power and authority through richly interactive classroom learning, research, and real-world experiences. The program focuses on the development of knowledge and skills that are highly valuable for the globalized world with an in-depth study of authority, diversity, leadership, conflict resolution, and collective mobilization.

This mission fits with Utica College's mission of educating students for rewarding careers, responsible citizenship, enlightened leadership, and integrating liberal and professional study. The department's values reflect the college's values, particularly in regard to:

- Individual attention for our students
- Pragmatic approaches to teaching and learning
- Continual improvement in our educational and operational quality
- 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

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will

- Identify, define, explain, and analyze the theoretical and practical workings of American government;
- Identify, define, explain, and analyze the theoretical and practical workings of international relations and politics;
- Interpret, describe, compare, and analyze various forms of political behavior;
- Illustrate, hypothesize, and evaluate various political perspectives and arguments;
- Demonstrate an appreciation of public service and civic responsibility.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

(Note: Some major concentration requirements have prerequisites which also can be taken to satisfy core. See your adviser.)

Major Course Requirements: 40-52 Credit Hours

- GOV 101 - Introduction to Politics and American Government (3)
- GOV 161 - Introduction to International Politics (3)
- GOV 201 - Research, Writing & Careers in Government & Politics (1)
- GOV 203 - Comparative Politics (3)
- GOV 281 - Political Ideas and Ideologies (3)

13 Credit Hours

Note:

*It is recommended that majors also take PSY 211 - Statistics in the Behavioral Sciences (3)/SOC 211 - Statistics in the Behavioral Sciences (3) and ECN 141 - Principles of Macroeconomics (3) as part of core.

Senior Seminar and Theses

- GOV 435 - Political Leadership and the American Presidency (3)
or
- GOV 464 - International Protection of Human Rights (3)
or
- GOV 465 - Political Risk Analysis (3)
or
- other approved seminars

3 Credit Hours

Electives

- Majors will take seven (7) elective courses, a minimum of two courses, in each of the subfields (21)
 - American Government and Politics (2)
 - Law (2)
 - International and Comparative Politics (2)

*Note: All majors must take at least 18 credits at or above the 300-level.

American Government and Politics

- GOV 212 - American Political Parties and Elections (3)
- GOV 215 - Public Opinion and Political Behavior (3)
- GOV 221 - State and Local Government (3)
- GOV 235 - Civil Rights, Public Policy, and Social Change (3)
- GOV 251 - Congress and the Legislative Process (3)
- GOV 313 - Campaign Management (3)
- GOV 332 - Public Administration (3)
- GOV 333 - American Public Policy (3)

- GOV 382 - American Political Concepts (3)
- GOV 435 - Political Leadership and the American Presidency (3)

Human Rights

- GOV 211 - Introduction to Human Rights (3)
- GOV 464 - International Protection of Human Rights (3)
- HRA 200 - Select Topics: Human Rights Advocacy (1 to 3)
- HRA 211 - Introduction to Human Rights (3)
- HRA 464 - International Protection of Human Rights (3)
- HRA 664 - International Protection of Human Rights
- GOV 664 - International Protection of Human Rights

International and Comparative Politics

- GOV 363 - International Organizations (3)
- GOV 563 - International Organizations (3)
- GOV 365 - American Foreign Policy (3)
- GOV 368 - International Political Economy (3)
- GOV 371 - European Politics (3)
- GOV 372 - Modern Russia (3)
- GOV 373 - African Politics (3)
- GOV 374 - Latin American Politics (3)
- GOV 375 - Political Change in Developing Nations (3)

Law

- GOV 242 - Jurisprudence and the American Legal System (3)
- GOV 341 - Jurisprudence of the Criminal Law (3)
- GOV 345 - Constitutional Law in the Governmental Process (3)
- GOV 346 - Civil Liberties (3)
- GOV 546 - Civil Liberties
- GOV 364 - International Law (3)
- GOV 564 - International Law
- GOV 366 - International Criminal Law (3)
- GOV 566 - International Criminal Law

Other

- GOV 201 - Research, Writing & Careers in Government & Politics (1)
- GOV 300 - Select Topics: Government & Politics (3)
- GOV 400 - Contemporary International Problems (1 to 3)
- GOV 470 - Government and Politics - Internship (3 to 15)
- GOV 490 - Independent Study (1 to 6)

Required Courses

- GOV 101 - Introduction to Politics and American Government (3)
- GOV 161 - Introduction to International Politics (3)
- GOV 201 - Research, Writing & Careers in Government & Politics (1)
- GOV 203 - Comparative Politics (3)
- GOV 281 - Political Ideas and Ideologies (3)

Internships (3-15 credits)

All majors take an internship appropriate to their academic and/or career interests.

- GOV 470 - Government and Politics - Internship (3 to 15)
Students must maintain an overall GPA of 2.75, have no grade less than 2.0 in required courses, and receive a favorable recommendation from their academic adviser in order to partake in an internship. Students whose grades fall below this level, or who receive unfavorable recommendations, must take at least one 3 credit course at the 300-level or higher.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	40-52 Credits
College Electives	13-46 Credits
Total Credit Hours Required For Degree	120 Credits

Grades 7 - 9 Extension to Childhood Education

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Grades 7 - 9 Extension to Childhood Education

Students seeking an extension to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (Grade 1 - 6) must complete the appropriate major and must take the following courses in conjunction with the childhood education program.

- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and GOV 101 - Introduction to Politics and American Government (3) or the equivalent, and a minimum of 21 credit hours in history.

Required Courses

- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
or
- EDU 334 - Adolescent Social Studies Methods (3)
or
- EDU 335 - Adolescent Mathematics Methods (3)
or
- EDU 337 - Adolescent Science Methods (3)

- PSY 322 - Adolescence (3)

12 Credit Hours

Health Care Management (B.S.) - Hegis Code 1202

(Bachelor of Science Degree)

This major is designed for students who plan to enter the health or health-related professions in a managerial capacity. Majors include students planning graduate work in health management or health-related government service upon graduation, and students interested in exploring the areas of healthcare management and planning applications in the context of a liberal arts background. (The degree does not lead to a professional credential or prepare the student for licensure in any of the health fields.)

Learning Objectives

Graduates from this program will be able to:

- Identify and interpret the knowledge base and skills needed for a career in Health Care Management
- Analyze issues of leadership in healthcare organizations.
- Describe the social and economic structure of health care in the United States

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Business Requirements

(Some of the following may be used to satisfy college core requirements.)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)

- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MGT 103 - Introduction to the Business of Health Care (3)
- MGT 201 - Principles of Organization and Management (3)
- MKT 211 - Principles of Marketing (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

39 Credit Hours

Major Course Requirements

- ANT 101 - Introduction to Anthropology (3)
or
- SOC 151 - Introduction to Sociology (3)

- ANT 415 - Cultures, Health, & Healing (3)
- ECN 375 - Health Economics (3)
- HLS 103 - Introduction to Health and Health Related Professions (3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- MGT 371 - Human Resource Management (3)
- MGT 470 - Management - Internship (3) or Elective (3)

- PHI 107 - Ethics (3)
or
- PHI 108 - Professional Ethics (3)

- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

27 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Government and Politics, History, International Studies, Law, and Sociology.

Program Credits

Core	34-55 Credits
Business Requirements	39 Credits
Major Course Requirements	27 Credits
College Electives	6-28 Credits
Total Credit Hours Required For Degree	120 Credits

Health Education and Physical Education, Dual Degree with BS in Wellness and Adventure Education (B.S.-M.S.) - Hegis Code 1201

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.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)
- WAE 105 - Outdoor Sports (2)
- WAE 143 - Adventure Programming and Basic Group Facilitation (3)
- WAE 206 - Physical Health and Wellness (3)
- WAE 233 - Fundamentals of Coaching (2)
- WAE 243 - Foundations of Exercise Science (3)
- WAE 244 - Technical Skills for Adventure Programming (3)
- WAE 248 - Injury Care and Prevention (3)
- WAE 307 - Community and Consumer Health (3)
- WAE 313 - Biomechanics (3)
- WAE 348 - Adventure Programming for Social Emotional Learning (3)

31 Credit Hours

Major Related Course Requirements

(*Some of the following may be used to satisfy core)

- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)

- PHI 107 - Ethics (3)
or
- PHI 108 - Professional Ethics (3)

- PSY 101 - Introduction to Psychology (3)
- PSY 223 - Life Span Developmental Psychology (3)
or
- HLS 245 - Human Development Across the Life Span (3)
- SOC 312 - Social Science Research Methods (3)
or
- HLS 445 - Clinical Research (3)

36 Credit Hours

Teacher Education Concentration

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)
- EDU 312 - Practical Teaching Methodologies (3)
- BIO 112 - Human Sexuality (3)
or
- PSY 207 - Human Sexuality (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
or
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
or
- ANT 415 - Cultures, Health, & Healing (3)
- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- WAE 107 - Net & Wall Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)
- WAE 333 - Adapted Physical Education and Fitness (3)
- WAE 361 - Pre K-6 Physical Education (3)
- WAE 365 - 7-12 Physical and Health Education (3)
- WAE 413 - Motor Development (3)

Optional Non-credit Bearing or Credit Bearing Workshop/Class

- PED 210 - Lifeguard Training (0, 1)

35 Credit Hours

Academic Requirements

Graduate (33 credits)

Major Courses - Graduate (24 credits)

- EDU 521 - Foundations of American Education (3)
- EDU 546 - Physical Education Methods (3)
- EDU 548 - Health Education Methods (3)

- EDU 615 - Learning & 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)
- (If you wish to see detailed information on the above 600 level courses please visit the Graduate Catalog.)*

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)

(If you wish to see detailed information on the above 600 level courses please visit the Graduate Catalog.)

Program Credits

Core	34-55 Credits
Major Course Requirements	31 Credits
Major Related Course Requirements	36* Credits
Concentration	35 Credits
Total Credit Hours Required For BS Degree	133 Credits
* 24 Major Related credits also satisfy Core.	
Graduate Major	24 Credits
Graduate Student Teaching	9 Credits
Total Credit Hours Required For MS Degree	33 Credits
Total Credit Hours Required For Dual Degree	166 Credits

Health Studies (B.S.) - Hegis Code 1299

(Bachelor of Science Degree)

The major in health studies is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the healthcare field upon graduation, and students interested in exploring health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Learning Objectives

Graduates will:

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary healthcare roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the lifespan to evaluate and improve the health of individuals with/without various medical conditions.

- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.
- Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(Courses designated by * in list below are included in Core.)

- AGE 101 - Introduction to Aging (3)
or
- BIO 214 - Biology of Aging (3)
or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3) *
or
- SOC 151 - Introduction to Sociology (3) *

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *

- HLS 245 - Human Development Across the Life Span (3)
or
- PSY 223 - Life Span Developmental Psychology (3)

- HLS 103 - Introduction to Health and Health Related Professions (3)
- HLS 401 - Senior Seminar (3)
- MGT 103 - Introduction to the Business of Health Care (3)

- PHI 107 - Ethics (3) *
or
- PHI 108 - Professional Ethics (3) *

- PSY 101 - Introduction to Psychology (3) *

Major Related Courses - Behavioral Sciences

Two or three from the following: 6-9 Credit Hours

- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 256 - Principles of Behavior Change (3)
- PSY 361 - Abnormal Psychology (3)

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

- HLS 309 - Medical Conditions and Implications (3)

- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

Major Related Courses - Research Methods and Statistics

One from the following: 3-4 Credit Hours

- HLS 445 - Clinical Research (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- SOC 312 - Social Science Research Methods (3)
- DPT 595 - Evidence in Clinical Practice I (2)

One from the following: 3 Credit Hours

- ECN 241 - Statistics (3) *
- MAT 112 - Basic Statistics (3) *
- PSY 211 - Statistics in the Behavioral Sciences (3) *
- SOC 211 - Statistics in the Behavioral Sciences (3) *

Major Electives

Select five of the following

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 444 - Fraud and Compliance Operations (3)
- CRJ elective of your choice (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

- HLS 203 - American Sign Language I (3)
- **or**
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 400 - Contemporary Topics in Health Care (1 to 3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

- HLS 547 - Narrative of Disability (3)

- **or**
- ENG 547 - Narrative of Disability (3)

- PCL 375 - Death, Dying and Bereavement (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)

15 credit hours

Note:

Students must complete up to 18 credit hours at the 300 level or above. Undergraduate students can utilize 500 level courses towards the 300-400 level requirement during their senior year as an undergraduate student. For undergraduates 500-level courses are used toward the 120-credit hour undergraduate Health Studies degree, and never appear on a graduate transcript. These courses, are, therefore, considered undergraduate courses for these students, and can be counted toward the 18 credits at the 300-level or above. All 600-level courses are considered to be graduate courses only, and can NOT be used toward the above requirement.

Program Credits

Core	34-55 Credits
Major Course Requirements	35 Credits
Major Related Course Requirements	12-16 Credits
Major Electives (Depending on Track)	15-34 Credits
College Electives (Depending on Track)	0-24 Credits
 Total Credit Hours Required For Degree	 120 Credits

Health Studies - Human Behavior (B.S.) - Hegis Code 2101

(Bachelor of Science Degree)

The major in health studies with a concentration in human behavior is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the health care field upon graduation, and students interested in exploring health issues from a behavioral perspective in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Learning Objectives

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary health care roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the life span to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.
- Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3) *
- HLS 401 - Senior Seminar (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3) *
- PSY 256 - Principles of Behavior Change (3) *
- PSY 366 - Individuals with Disabilities (3) *

Human Development

- AGE 101 - Introduction to Aging (3) *
- **or**
- BIO 214 - Biology of Aging (3) *

- HLS 245 - Human Development Across the Life Span (3)
- **or**
- PSY 223 - Life Span Developmental Psychology (3) *

Research methods: One course from the following

- HLS 445 - Clinical Research (3)
- PSY 312 - Research Methods in Psychology (0, 4) *
- SOC 312 - Social Science Research Methods (3) *
- ANT 312 - Social Science Research Methods (3)

Two of the following three courses

- BIO 112 - Human Sexuality (3) *
- **or**
- PSY 207 - Human Sexuality (3)

- PSY 361 - Abnormal Psychology (3) *

One course from the following two groupings

Counseling

- PSY 372 - The Counseling and Interviewing Process (3) *
- PCL 374 - The Helping Relationship (3) *

Human Development

- AGE 214 - Biology of Aging (3)
- BIO 214 - Biology of Aging (3) *
- PSY 321 - Infancy and Childhood (3) *
- PSY 322 - Adolescence (3) *

- PSY 327 - Adulthood and Aging (3) *

36 - 37 Credit Hours

Major-Related Course Requirements

(Some of the following may be used to satisfy core requirements.)

Statistics

- ** ECN 241 - Statistics (3) *
or
- ** MAT 112 - Basic Statistics (3) *
or
- ** PSY 211 - Statistics in the Behavioral Sciences (3) *
- SOC 211 - Statistics in the Behavioral Sciences (3)

Philosophy

- ** PHI 107 - Ethics (3) *
or
- ** PHI 108 - Professional Ethics (3) *
- ** PSY 101 - Introduction to Psychology (3) *
- ANT 415 - Cultures, Health, & Healing (3) *

12 Credit Hours

13 - 38 Credit Hours

Electives

Note:

*Liberal Arts

**course also included in core

Program Credits

Core	34-55 Credits
Major Course Requirements	36-37 Credits
Major Related Course Requirements	13-38 Credits
College Electives	0-37 Credits
Total Credit hours Required For Degree	120 Credits

History (B.A.) - Hegis Code 2205

(Bachelor of Arts Degree)

The broad mission of the Utica College History program is to provide an essential foundation that supports the goals of the liberal arts curriculum, prepares students for the rigors of graduate study and professional employment in any field, and fosters informed citizenship. We seek to cultivate in our students a spirit for life-long learning predicated on a habit of inquiry into the human experience, free exchange of ideas rooted in evidence, and appreciation of diverse cultures and perspectives. The Utica College History faculty seeks to fulfill its critical mission by preparing students to gather information, think critically and contextually, conduct and evaluate original research, and to communicate clearly. The major in history offers one of the broadest and most flexible liberal arts fields at the College. It is intended for those who seek an understanding of the human condition through its historical development, and it has special relevance to those wishing to prepare themselves for fields such as secondary school social science teaching, elementary school teaching, government service of all varieties, graduate study of history, and other careers requiring a liberal arts preparation. It also is an excellent undergraduate background for those contemplating professional training in law, library science, and similar fields.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog. Please see the description of the Adolescence Education, Grades 7-12, Dual Degree Program with BA in History (M.S.).

Students who are majoring in History who intend to student teach need an overall GPA of 2.75 or higher and no grade lower than C (2.0) in their major or major-related courses in order to receive a positive recommendation for student teaching.

Total credit hours required for degree: 120

Learning Objectives

History students will be able to:

- Identify and describe cause and effect within historical context (This goal also serves as Core Goal 9: History and Heritage)
- Identify and use relevant research materials
- Identify and formulate an argument based on critical thinking and contextual analysis
- Analyze and compare historical events and contexts across international and temporal boundaries.
- Communicate clearly

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Foundation (12):

Take Four 200-level History Courses.

History & Global Citizenship (12)

The study of history offers a critical area of inquiry into the ways that the past shapes the current world and the individual's place in it. Global citizenship demands our knowledge and awareness of a complex and integrated past. This component of the History Curriculum fosters engagement with essential international, multi-contextual historical content. Global Citizenship courses, at their core, examine how transnational contexts complicate and transform matters of heritage, identity, and power.

Take Each of these Courses

- HIS 312 - American Immigration and Migration (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- HIS 381 - Germany in the Nazi Era (3)

- One 300 or 400-level course that meets with the approval of the department

History Electives (18) at the 300-, 400-, 500-level

Take 6 credits at the 300-level or above in each area: European, Non-Western, U.S.

European History

- HIS 364 - Ancient Greece and Rome (3)
- HIS 371 - Russian History (3)
- HIS 372 - Modern Russia (3)
- HIS 381 - Germany in the Nazi Era (3)
- Select Topics

Non-Western History

- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- Select Topics

U.S. History

- HIS 304 - The American Revolution (3)
- HIS 311 - History of New York State (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - U.S. Women's History (3)
- HIS 323 - Civil Rights and African American Nationalism (3)
- HIS 324 - Resistance, Race, and Labor (3)
- HIS 345 - Constitutional Law in the Governmental Process (3)
- Select Topics

18 credits

Capstone

- HIS 456 - Guided Historical Research (3)

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Note:

Students in the education program who intend to student teach history or social studies should note that they must maintain a minimum overall grade point average of 2.75 (4.0 scale) and have no grade lower than C (2.0) in any required major course in order to receive a favorable recommendation.

Program Credits

Core	34-55 Credits
Major Course Requirements	27 Credits
Major Electives	18 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

International Studies (B.A.) - Hegis Code 2210

(Bachelor of Arts Degree)

International Studies is a growing academic and applied field that fits perfectly with the Utica College Mission Statement. The IST Major sits at the intersection of liberal arts and professional or applied education that has historically comprised our core mission. Cultural, social, and historical knowledge, as well as applied knowledge, are the lifeblood of careers organized around international work. Appropriately, the IST major courses range across subjects from a current international political landscape, political theory, governmental structures, international relations, history, culture, language, and economics, to studies in Human Rights Advocacy.

The major in International Studies is designed for students with interests in international political relations and economics, government, law, foreign service, inter-governmental and non-governmental organizations, developmental and environmental studies, language, literature, culture, and education.

Total credit hours required for degree: 120

Program Learning Goals

- Analyze contemporary global issues from multiple disciplines (e.g. anthropology, economics, geography, history, and political science);
- Synthesize knowledge of the culture, language(s), or people of a particular world region;
- Synthesize knowledge of the history or politics of a particular world region;
- Formulate and present research projects on contemporary global issues with effective written and oral arguments.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Note: At least 18 credits of major coursework must be at the 300-level or higher. If not taken as part of core, students should also take ECN 241, MAT 112, PSY 211, or SOC 211.

Major Course Requirements

- GOV 161 - Introduction to International Politics (3)
- GOV 203 - Comparative Politics (3)
- GOV 211 - Introduction to Human Rights (3)
or
- HRA 211 - Introduction to Human Rights (3)
- GOV 363 - International Organizations (3)
- IST 101 - World Regional Geography (3)

Choose one senior seminar (3 Credit Hours)

- IST 465 - Political Risk Analysis (3)
or
- GOV 465 - Political Risk Analysis (3)
or
- IST 487 - Senior Seminar in International Studies (3)
or
- other approved seminars

18 Credit Hours

Foreign Language Requirement (12 Credit Hours)

Students are required to take 6 credit hours of Foreign Language 201 and 202, or the equivalent, in addition to Core requirements of Foreign Language 101 and 102. If they are exempt from all or part of the language requirement because of prior coursework or are bilingual, they still need to accumulate sufficient credit hours by taking major elective courses.

Concentration

Majors will take 15 Credit Hours in each of the three concentrations:

- Global Concentration (15 credits)
- Comparative Concentration (15 credits)
- Cultural Concentration (15 credits)

Note: All students must take a minimum of twelve credits at or above the 300-level in a concentration.

Global Issues Concentration

- CRJ 305 - Terrorism (3)
- CRJ 351 - International Criminal Justice: Issues and Comparisons (3)
- ECN 443 - International Trade (3)
- ECN 449 - Foreign Trade Management (3)
- ECN 565 - Economics of Global Economy (3)
- GOV 281 - Political Ideas and Ideologies (3)
- GOV 364 - International Law (3)
- GOV 365 - American Foreign Policy (3)
- GOV 366 - International Criminal Law (3)
- GOV 368 - International Political Economy (3)
- GOV 561 - International Relations & Cyberspace (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)

- HRA 464 - International Protection of Human Rights (3)
or
- GOV 464 - International Protection of Human Rights (3)

- IST 465 - Political Risk Analysis (3)
or
- GOV 465 - Political Risk Analysis (3)

- IST 470 - International Studies - Internship (3 to 6)
- IST 487 - Senior Seminar in International Studies (3)
- MGT 459 - International Business Management (3)
- MKT 415 - International Marketing (3)
- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors.

15 Credit Hours

Comparative Societies Concentration

- CRJ 377 - Comparative Criminal Justice: Study Abroad (3)
or
- IST 377 - Comparative Criminal Justice: Study Abroad (3)

- ECN 447 - Comparative Economic Systems (3)
- GOV 371 - European Politics (3)

- GOV 372 - Modern Russia (3)
or
- HIS 372 - Modern Russia (3)

- GOV 373 - African Politics (3)
- GOV 374 - Latin American Politics (3)
- GOV 375 - Political Change in Developing Nations (3)

- GOV 378 - Chinese Politics (3)
or
- IST 378 - Chinese Politics (3)

- HIS 266 - Modern Europe (3)
- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 348 - Business and Society in East Asia (3)
- HIS 357 - Japan in the Age of the Warrior (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 367 - Central Europe and the Balkans: Its People and History (3)
- HIS 371 - Russian History (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 455 - Historical Methods (3)
- HIS 456 - Guided Historical Research (3)
- HIS 517 - National and Ethnic Identity in Europe (3)
- IST 323 - Civil Society in Cyberspace: The Internet in China (3)
- IST 471 - Japanese Studies - Internship (3)
- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors

15 Credit Hours

World Cultures Concentration

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 297 - Peoples and Cultures of the World (3)
- ANT 323 - Archaeology of North America and the Caribbean (3)

- ANT 351 - Language and Culture (3)
or
- ENG 351 - Language and Culture (3)

- ANT 375 - Culture & Personality (3)

- ANT 423 - Senior Seminar (3)
or
- SOC 423 - Senior Seminar (3)

- ANT 427 - Contemporary Issues in Mexican Culture (3)
- CMM 325 - Intercultural Communication (3)
- ENG 305 - Topics in British Literature (3)
- ENG 357 - Modern British Literature (3)

- FLM 311 - Spanish and Latin American Film (3)
or
- SPA 311 - Spanish and Latin American Film (3)

- FRE 288 - Introduction to French Literature (3)
- FRE 311 - French Film (3)
- FRE 347 - French Civilization and Culture (3)
- FRE 388 - Masterpieces of French Literature (3)
- IST 225 - Chinese Civilization and Culture (3)
- IST 226 - Traditional Chinese Medicine (3)
- IST 235 - Russian Civilization and Culture (3)
- IST 247 - Japanese Civilization and Culture (3)
- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- LIT 358 - World Literature in English (3)
- MUS 327 - History of Contemporary Music- World Music (3)
- SOC 252 - Race and Ethnicity (3)
- SPA 315 - Business Spanish (3)
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)
- SPA 388 - Introduction to Literature in Spanish (3)
- THE 385 - World Drama (3)
- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors.

15 Credit Hours

Study Abroad and Internships

Study abroad and internships are highly recommended for all International Studies majors and should be discussed with the student's adviser and the director of international programs as early as possible.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	18 Credits
Foreign Language Requirements	12 Credits
Concentration	15 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

Liberal Studies (B.S.) - Hegis Code 4901

(Bachelor of Science Degree)

The mission of the Bachelor of Science in Liberal Studies is to provide students with a forum in which to create a multidisciplinary degree through advanced study in a variety of the traditional arts and science fields. Students develop an appreciation for and an ability to work with multiple perspectives and methodologies. So far as any major can, Liberal Studies fulfills the College's mission to create "a community of learners with diverse experiences and perspectives."

The major in liberal studies was developed for students with experience or training as professionals or para-professionals in areas such as corrections, counseling, Health Studies, and teaching. It is also of value to persons with other backgrounds. The major provides students with a broad liberal arts context; it does not provide a professional credential.

Total credit hours required for degree: 120

Learning Objectives

Graduates of the Bachelor of Science in Liberal Studies will be able to:

- Demonstrate an understanding of society and the individual, the arts and languages, and sciences and mathematics.
- Articulate the interrelationships between the different liberal arts disciplines
- Recognize and employ a variety of different methodologies appropriate to different fields of studies.
- Collect, assess, and synthesize information from a variety of disciplines into a sustained written or oral argument.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Four courses (at least twelve credit hours) must be selected from each of these three groups:

Group 1: Society and Behavior

Any 300/400-level courses from at least three of the following areas: Anthropology, Economics, History, International Studies, Government and Politics, Psychology, and Sociology. At least one course must be from History.

Group 2: Art and Language

Any 300/400-level courses from at least three of the following areas: Communication Arts, English or World Literature, Film Studies, Fine Arts, Foreign Languages, Music, Philosophy, and Theatre. At least one course must be from English.

Group 3: Science and Mathematics

Any courses not already used for core from at least three of the following areas: Biology, Chemistry, Environmental Science, Geology, History and Philosophy of Science and Technology, Mathematics, and Physics. Transfer students may not use courses counted toward core exemption. At least one course must be from Mathematics.

36 Credit Hours

In special circumstances, other subject areas appropriate for the three groups may be approved by the school dean.

Electives

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

Program Credits

Core	34-55 Credits
Major Course Requirements	36 Credits
College Electives	29-50 Credits
Total Credit Hours Required For Degree	120 Credits

Mathematics (B.A.) - Hegis Code 1701

Major in Mathematics

(Bachelor of Arts Degree)

Mathematics is a universal part of human culture. Its universality makes it a powerful tool in a variety of endeavors including the study of the natural sciences, the social sciences, computer science, business, and economics. Studied for its own sake, mathematics is appreciated as much for its elegance and beauty as for its practicality. Mathematics is the science of discovering patterns yet unlike the other sciences mathematics offers a standard of certainty through mathematical rigor and proof. The study of mathematics is one of the cornerstones of a liberal education, training the mind in logical thought, precise expression, and critical thinking.

The mathematics curriculum at Utica College is designed to meet the needs of students who have one of the following objectives: (1) to pursue graduate study in mathematics; (2) to prepare for careers as mathematicians in industrial or governmental laboratories, and in fields which rely mainly on mathematics such as actuarial work, statistical analysis,

and economics; (3) to teach mathematics in elementary and secondary schools; (4) to contribute to their liberal education by studying the language and fundamental methods of mathematics.

The mathematics department of Utica College offers two concentrations for the major in mathematics. The General Mathematics Curriculum offers a sound foundation in pure and applied mathematics for those seeking careers in mathematical fields and those who plan to continue their study of higher mathematics in graduate school. The Concentration for Prospective Math Teachers is intended for those students who are preparing for careers teaching mathematics.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Students who earn the B.A. in mathematics will be able to:

- Read and analyze mathematical proofs;
- Write mathematical proofs;
- Formulate and solve mathematical problems;
- Communicate mathematics in written form.

In addition, students in the teaching concentration will be able to:

- Pass the content tests required for licensure for teachers of mathematics in New York State.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- MAT 401 - Real Analysis I (3)
- Three Advanced Mathematics electives (300/400 level) (9)

36 Credit Hours

Major-Related Course Requirements

- CSC 101 - Computer Science I (0,3)
- PHY 261 - Physics I (0, 4)

7 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	36 Credits
Major Related Course Requirements	7 Credits
College Electives	22-43 Credits
Total Credit Hours Required For Degree	120 Credits

Mathematics, Prospective Math Teachers Concentration (B.A.)

Major in Mathematics

(Bachelor of Arts Degree)

Mathematics is a universal part of human culture. Its universality makes it a powerful tool in a variety of endeavors including the study of the natural sciences, the social sciences, computer science, business, and economics. Studied for its own sake, mathematics is appreciated as much for its elegance and beauty as for its practicality. Mathematics is the science of discovering patterns yet unlike the other sciences mathematics offers a standard of certainty through mathematical rigor and proof. The study of mathematics is one of the cornerstones of a liberal education, training the mind in logical thought, precise expression, and critical thinking.

The mathematics curriculum at Utica College is designed to meet the needs of students who have one of the following objectives: (1) to pursue graduate study in mathematics; (2) to prepare for careers as mathematicians in industrial or governmental laboratories, and in fields which rely mainly on mathematics such as actuarial work, statistical analysis, and economics; (3) to teach mathematics in elementary and secondary schools; (4) to contribute to their liberal education by studying the language and fundamental methods of mathematics.

The mathematics department of Utica College offers two concentrations for the major in mathematics. The General Mathematics Curriculum offers a sound foundation in pure and applied mathematics for those seeking careers in mathematical fields and those who plan to continue their study of higher mathematics in graduate school. The Concentration for Prospective Math Teachers is intended for those students who are preparing for careers teaching mathematics.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Students who earn the B.A. in mathematics will be able to:

- Read and analyze mathematical proofs;
- Write mathematical proofs;
- Formulate and solve mathematical problems;
- Communicate mathematics in written form.

In addition, students in the teaching concentration will be able to:

- Pass the content tests required for licensure for teachers of mathematics in New York State.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- MAT 112 - Basic Statistics (3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 303 - History of Mathematics (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 313 - Mathematics: A Heuristic Approach (3)
- MAT 331 - Linear Algebra (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- Two Advanced Mathematics electives (300/400 level) (6)

36 Credit Hours

Major-Related Course Requirements

Choose two of the following:

- CSC 101 - Computer Science I (0,3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

7-8 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	36 Credits
Major Related Course Requirements	7-8 Credits
College Electives	21-43 Credits
Total Credit Hours Required For Degree	120 Credits

Middle Childhood (Grades 5-9) Education Program

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching. There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching. Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Middle Childhood (Grades 5-9) Education Program

The program in middle childhood education requires that students select a major in the subject area which they plan to teach. The areas open to students at Utica College are English, mathematics, sciences (majors in biology, chemistry, or physics), the social sciences (majors in economics, history, government and politics, or sociology and anthropology), and business and distributive education (majors in management or computer science). Certification in business and distributive education also requires a year of work experience in addition to college course work. In addition to the requirements in their majors and the courses in the middle childhood education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica College Core curriculum):

- Six (6) credits of college-level work in a language other than English

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
or
- EDU 334 - Adolescent Social Studies Methods (3)
or
- EDU 335 - Adolescent Mathematics Methods (3)
or
- EDU 337 - Adolescent Science Methods (3)

- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)

- EDU 476 - Student Teaching II (6)
or

- EDU 477 - Mentored Internship I (6)
- EDU 478 - Mentored Internship II (6)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)

55 Credit Hours

Note:

Students completing the middle childhood education program with majors in biology, chemistry, English, economics, history, mathematics, physics, government and politics, social studies, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Students completing majors in management or computer science must complete at least 60 hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your adviser to be sure that you fulfill this requirement.

Neuroscience (B.S.) - Hegis Code 0425

(Bachelor of Science Degree)

Neuroscience is the study of the nervous system. It includes study and research related to the structure (anatomy), function (neuropharmacology, electrophysiology, synaptic physiology, molecular/cellular biology, psychophysics), evolution, and development of nervous systems of a wide variety of animals, broadly organized as sensory (input/afferent) systems, processing systems, and motor (output/efferent) systems.

The major in neuroscience provides opportunities in many areas, including preprofessional preparation (preparing for medical school, dental school, veterinary school, or other allied health training), pre-graduate preparation (preparing for further training as a neuroscientist or scientist in a related field), or direct entry into the research field, either academic or private.

Total credit hours required for the degree: 128

Learning Objectives

Students graduating with a degree in Neuroscience will:

- integrate an understanding of the nervous system at the cellular/molecular level (e.g., synaptic function, membrane potentials) with the organismal level (e.g., processing in cortical areas of the brain, behavior)
- understand the three essential functions of the nervous system (input, processing, output) at the level of cells, systems, and the organism
- demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of neuroscience;
- use primary literature in the field of neuroscience;
- analyze and present scientific data using statistical inference and statistical software;
- compose oral and written scientific presentations using experimental design and data.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Foundations of Neuroscience

- BIO 211 - General Biology I (0, 4) *

- BIO 212 - General Biology II (0, 4)
- PSY 101 - Introduction to Psychology (3)

11 Credit Hours

Research Methods in Neuroscience

- PSY 211 - Statistics in the Behavioral Sciences (3)
- BIO 231 - Research Methods I (3)
and
- BIO 232 - Research Methods II (3)
or
- PSY 312 - Research Methods in Psychology (0, 4)

7-9 Credit Hours

Essentials of Neuroscience

- BIO 321 - Genetics (0, 4)
- BIO 343 - Neuroscience (3)
- BIO 324 - Animal Physiology (0, 4)
or
- PSY 347 - Basic Psychobiology (3)
- BIO 453 - Molecular Biology (0,4)

18-19 Credit Hours

Upper-level Electives

(12 cr. - at least one course in BIO and one course in PSY)

- BIO 322 - Developmental Biology (0, 4)
- BIO 324 - Animal Physiology (0, 4)
- BIO 362 - Endocrinology (3)
- BIO 363 - Biochemistry (3)
- BIO 464 - Sensory Biology (3)
- BIO 463 - Neuropharmacology (3)
- NEU 420 - Short Course in Neuroscience (1)
- PSY 343 - Sensation and Perception (0, 4)
- PSY 347 - Basic Psychobiology (3)
- PSY 351 - Learning and Behavior (0, 4)
- PSY 354 - Cognitive Psychology (0, 4)

12 Credit Hours

Capstone Experience

- NEU 450 - Senior Research (3)
or
- NEU 495 - Senior Seminar (3)

3 Credit Hours

Major Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)

- PHY 151 - General Physics I (0, 4)
or
- PHY 261 - Physics I (0, 4) †

- PHY 152 - General Physics II (0, 4)
or
- PHY 262 - Physics II (0, 4)

24 Credit Hours

Total Hours Required in Major: 75-78

Note:

* Students are required to earn a grade of C or better in BIO 211 before enrolling in any subsequent course with a Biology prefix that is required for the major.

† Students are highly encouraged to take MAT 201 and MAT 202 so that students are able to take PHY 261 and PHY 262, although this is not a requirement for the major.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

Honors in Neuroscience:

In order to be considered for Honors in Neuroscience, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Neuroscience courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take NEU 450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Neuroscience.

Program Credits

Core	34-55 Credits
Major Course Requirements	51-54 Credits
Major Related Course Requirements	24 Credits
College Electives	0-19 Credits
Total Credit Hours Required For Degree	128 Credits

Nursing (B.S.) - Hegis Code 1203

(Bachelor of Science Degree)

At Utica College, the nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a Bachelor of Science in nursing. During the first two years of the traditional undergraduate nursing curriculum, students will complete all general education core and prerequisite liberal arts and sciences courses. The nursing courses will be taken in 4 semesters at the junior and senior level.

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

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

There are three ways to earn a nursing degree at Utica College: the on-ground undergraduate program, the online RN to BS program, and the hybrid Accelerated Second Degree Nursing (ABSN) program. The on-ground program is a four-year course of undergraduate study. The RN to BS program is an online program open to student with an associate's degree in nursing from a regionally accredited institution and a current RN license. The ABSN program is open to students with a bachelor's degree (not in nursing) from a regionally-accredited university who have completed all major-related requirements prior to admission. The hybrid delivery combines online courses with labs and clinical study at a clinical site.

Accelerated Second Degree

This track is designed to admit non-nurse baccalaureate graduates and provide education for generalist nursing roles. Students in this track must have a bachelor's degree (non-nursing) from a regionally accredited university, and have completed all major related requirements prior to admission. Students will take the nursing courses outlined below in a hybrid delivery model. It is accelerated because the four semesters run concurrently with only small breaks between semesters.

Learning Objectives

The objectives/competencies of the nursing program are:

- to demonstrate critical thinking through:
 - Utilization of creative problem-solving and decision-making based on theories and models in the delivery of health care to individuals cross the life span, groups, and communities; and
 - Incorporation of research concepts in planning and implementing nursing care.
- to communicate in a professional manner through:
 - Utilization of concepts in human interaction in establishing effective professional relationships;
 - Appropriate use of formal and informal writing; and
 - Application of appropriate communication technologies.
- to develop professional role concepts and behaviors to meet the evolving health care needs of society through:
 - Demonstration of responsibility and accountability;
 - Recognition and implementation of care within ethical and legal parameters of professional practice;
 - Provision of culturally sensitive and culturally competent care to clients in an increasingly diverse society;
 - Commitment to evidence-based, clinically competent care in diverse settings;
 - Commitment to patient/family advocacy;
 - Collaboration with individual clients, families, and communities to promote, protect, and improve health;
 - Collaboration with interdisciplinary health care providers within strategic community partnerships;

- Integration of management principals;
- Incorporation of concern for social and global issues; and
- Identification of issues and trends affecting health care delivery.
- to value learning as a lifelong process through:
 - Commitment to continuing education in professional development.

Special Requirement

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

The student must:

- Complete **all** General education core and Major related courses prior to progression into upper-division nursing courses.
- Achieve and maintain a minimum 2.8 cumulative G.P.A. in order to progress into upper-division nursing courses.
- Achieve and maintain a minimum cumulative G.P.A. of 2.8 in all major related courses.
- Have earned 65 credits prior to entering the nursing courses.
- Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.
- Adhere to established course sequence in nursing major.
- Adhere to Utica College academic rules and regulations. (See undergraduate catalog)

Retention Criteria

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of **C+ (77%)** will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **A maximum of one nursing course may be repeated.** Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Major-Related Courses
 - a. A minimum cumulative G.P.A. of 2.8 is required in Major-related courses.
 - b. A minimum grade of C is required for all major-related courses
 - c. A student who achieves a grade of less than a C in a major-related course has one (1) opportunity to repeat the course. A maximum of two major-related courses may be repeated. Failure to achieve the minimum grade of C in the repeated course will result in academic dismissal from the nursing program.
4. Students who are placed on academic probation by the College will be suspended or requested to withdraw from the nursing major.
5. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the College and/or the program. Expected behaviors include but are not limited to:
 - a. Attend all classes, labs, and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to class/lab/clinical.
 - b. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
 - c. Complete all assignments according to the time frame posted in the syllabus.
 - d. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
 - e. Demonstrate honesty and integrity in all academic and clinical settings.
 - f. Contribute to the educational growth of self and fellow students.

Rules and Regulations Pertaining to Clinical Experiences

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

1. **All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.**
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.

4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. **The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:**
 - a. Coming to clinical under the influence of alcohol or illegal drugs.
 - b. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:
 - a. Error in medication administration.
 - b. Administration of a medication without having knowledge of the drug.
 - c. Inaccurate recording or failure to record, medication administration.
 - d. Error in administration of intravenous fluids.
 - e. Failure to report changes in patient's condition.
 - f. Failure to seek supervision when necessary.
 - g. Failure to report and document nursing care.
 - h. Compromising patient care by inadequate preparation for clinical experience.
 - i. Breach of confidentiality.
 - j. Neglecting personal safety.
 - k. Creating or causing personal safety hazards.
 - l. Sleeping in the clinical area.

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

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

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(pre-licensure baccalaureate)

- NUR 311 - Socialization to Professional Nursing (3)
- NUR 321 - Foundations for Nursing Care (0 to 4) (4 credits required)
- NUR 326 - Health Assessment (0 to 3) (3 credits required)
- NUR 346 - Care of Populations and Communities (1 to 2) (3 credits required)
- NUR 332 - Pathophysiology (3)
- NUR 312 - Leadership and Informatics in Professional Nursing (3)
- NUR 371 - Medical/Surgical Nursing Care I (0 to 5) (5 credits required)
- NUR 365 - Care of the Obstetric Population (0 to 3) (3 credits required)
- NUR 366 - Care of the Aging Population (0 to 3) (3 credits required)
- NUR 333 - Pharmacology (3)
- NUR 411 - Health Policy Management in Professional Nursing (2)
- NUR 421 - Medical/ Surgical Nursing Care II (2) (4 credits required)
- NUR 423 - Senior Nursing Care Seminar Lab I (1)
- NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3) (3 credits required)

- NUR 446 - Care of the Pediatric Population (0 to 3) (3 credits required)
- NUR 412 - Trends in Professional Nursing (2, 3) (5 credits required)
- NUR 465 - End-of-Life and Palliative Care Practice (2)
- NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3) (5 credits required)
- NUR 473 - Senior Nursing Care Seminar Lab II (1)

- NUR 445 - Introduction to Research Methods and Design (3)
or
- HLS 445 - Clinical Research (3)

62 Credit Hours

Major-Related Course Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)

- HLS 245 - Human Development Across the Life Span (3)
or
- PSY 223 - Life Span Developmental Psychology (3)

- PHI 107 - Ethics (3)
or
- PHI 108 - Professional Ethics (3)

- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)

- MAT 112 - Basic Statistics (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)

34 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 127 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	62 Credits
Major Related Course Requirements	34 Credits
Total Credit Hours Required For Degree	127 Credits

Nutrition (B.S.) - Hegis Code 0424

(Bachelor of Science Degree)

Science is the process of creating new knowledge concerning the natural world. Nutrition is an interdisciplinary science that requires an understanding of food production, consumption, and utilization. The nutrition program will prepare students for a career in the field of nutrition by introducing active learning through courses and experiential learning throughout the curriculum. Students will experience relevant and exciting challenges in their pursuit of success and rewarding careers, including opportunities to conduct research or pursue an internship in the field of nutrition. Our distinctive, active learning approach promotes scholarship and social awareness.

Learning Objectives

Students will have proficiency in each of the following areas of after completing this program:

- Scientific knowledge of nutrition.
- Clinical and customer services.
- Practice management.
- Proficiency in medical nutrition therapy.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- ANT 367 - Food and Culture (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CHE 403 - Chemistry of Cooking (3)
- NTR 303 - Food Service and Nutrition Service Management and Policy (3)
- NTR 304 - Lifespan Nutrition and Diet Modification (3)
- NTR 307 - Health Care Systems and Policy (3)
- NTR 324 - Medical Nutrition Therapy and Counseling (3)
- NTR 403 - Nutritional Biochemistry (3)
- NTR 434 - Food Production & Human Health (3)

- ANT 312 - Social Science Research Methods (3)
or
- SOC 312 - Social Science Research Methods (3)
or
- BIO 231 - Research Methods I (3)
and
- BIO 232 - Research Methods II (3)

- NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)
or
- NTR 453 - Nutrition Capstone Experience: Study Abroad in Nutrition (3)
or
- NTR 495 - Nutrition Capstone Experience: Senior Seminar in Nutrition (3)

36-39 Credit Hours

Major-Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- BIO 211 - General Biology I (0, 4)
- CHE 211 - General Chemistry I (0,4)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)

- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- SOC 211 - Statistics in the Behavioral Sciences (3)

29 Credit Hours

Major Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 128 required must be in the liberal arts and sciences.

Program Credits

Core	34-55 Credits
Major Course Requirements	36-39 Credits
Major Related Course Requirements	29 Credits
College Electives	5-29 Credits
Total Credit Hours Required For Degree	128 Credits

Philosophy (B.A.) - Hegis Code 1509

(Bachelor of Arts Degree)

The Philosophy program will help students develop into critical, independent thinkers who will make positive contributions to their communities by using the information available to them to form good judgments. Because we now have unprecedented access to information, the department aims to equip students with the skills necessary to engage in a critical analysis and interpretation. Students should have thoroughly justified reasons for believing what they believe and be capable of critically engaging with others' beliefs.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will:

- Be able to summarize, analyze, and formulate precise discursive arguments;
- Demonstrate understanding of philosophical texts by restating views, identifying core claims, and drawing reasonable inferences;
- Demonstrate the ability to explain, apply, and critically analyze basic philosophical concepts and/or historically significant perspectives;

- Demonstrate the ability to explain, apply, and critically analyze the philosophical concepts that are used in advanced discussions within at least one subfield of philosophy (such as epistemology, philosophy of science, ethics, or political or legal philosophy).

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

General Component

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 375 - Symbolic Logic (3)
- PHI 490 - Readings in Philosophy (3)

12 Credit Hours

Ethics Component

- PHI 107 - Ethics (3)
- or
- PHI 108 - Professional Ethics (3)

3 Credit Hours

History Component

Two of the following:

- PHI 205 - History of Ancient Philosophy (3)
- PHI 206 - History of Modern Philosophy (3)
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)
- HPS 127 - The Development of Modern Science: Newton to Einstein (3)

6 Credit Hours

Metaphysics/Epistemology Component

One of the following:

- PHI 315 - Epistemology (3)
- PHI 316 - Metaphysics (3)
- PHI 417 - Philosophy of Mind (3)

3 Credit Hours

Value Theory Component

One of the following:

- PHI 305 - Ethical Issues in Contemporary Science and Technology (3)
- PHI 335 - Philosophy of Law (3)

- PHI 345 - Political Ethics (3)
- PHI 385 - Healthcare Ethics (3)
- PHI 425 - Theories of Justice (3)

3 Credit Hours

Electives

The student must complete six elective courses in PHI to earn at least the minimum credit hours required for the degree, and at least 90 of the 120 required credit hours must be in the liberal arts and sciences. Four PHI courses must be at 300 level or higher.

18 Credit Hours

45 Credit Hours

Program Credits

Core	34-55 Credits
Major Course Requirements	45 Credits
College Electives	18 Credits
Total Credit Hours Required For Degree	120 Credits

Physics (B.A.) - Hegis Code 1902

(Bachelor of Arts Degree)

Physics is the science concerned with the nature of matter, energy, and the interrelationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics. Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

The B.A. in physics is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law, management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

Total credit hours required for degree: 128

Learning Objectives

BA students will be able to:

- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Classical Mechanics;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Electricity and Magnetism;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Quantum and Modern Physics.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- PHY 163 - How Things Work (3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

- PHY 323 - Statics and Dynamics (4)
or
- EGR 323 - Statics and Dynamics (4)

- PHY 363 - Physics III (0, 4)

- PHY 351 - DC and AC Electronics (0, 4)
or
- EGR 351 - DC and AC Electronics (0 to 4)

- *2-4 credits total in PHY 200/400*
- PHY 200 - Select Topics: Physics (1) (1-2)
- PHY 400 - Select Topics: Physics (1) (1-2)

25-27 Credit Hours

Additional Physics Course Requirements

- Physics (300,400 level) - Physics Electives (6)

Note: Three credits may be taken from the MAT 300 level courses listed under Major-Related Course Requirements below.

6 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CSC 101 - Computer Science I (0,3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

Select one (not taken as part of the PHY elective requirement above):

- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 317 - Ordinary Differential Equations (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)

20 Credit Hours

Free Electives

Students majoring in Physics take a sufficient number of free electives to reach a total of 128 hours at UC and should consult with their advisor on elective courses of particular interest for a specific career path.

Program Credits

Core	34-55 Credits
Major Course Requirements	31-33 Credits
Major Related Course Requirements	20 Credits
College Electives	20-43 Credits
Total Credit Hours Required For Degree	128 Credits

Physics (B.S.) - Hegis Code 1902

(Bachelor of Science Degree)

Physics is the science concerned with the nature of matter, energy, and the interrelationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics. Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

The B.S. in physics is designed for students who wish to practice applied physics or research in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

The **2 - 2 transfer option in engineering** provides the basic courses typically found in the first two years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science, mathematics, and introductory engineering at Utica College. After two years, students transfer to an engineering school to complete their work at the junior-senior level, and they will receive their degree from that institution. Utica College students have successfully transferred into engineering programs at Syracuse, Clarkson, RIT, and Union among others.

The **3 - 2 transfer option in engineering** is similar to the 2 - 2 program but includes another year of study at Utica College in which students take more physics, math, and core courses for a total of at least 96 hours. With this additional coursework, students will transfer to an engineering school where they will take junior-level engineering courses. Upon the completion of 32 hours at the transfer college (and receipt of an official transcript), students will earn a B.A. in physics from Utica College. When the students have satisfied the requirements from the engineering school, typically after another year of study there, they will earn a second degree, in engineering. In effect, one year of college work counts for the degree at two institutions, and students will have a liberal arts degree in addition to the engineering degree. This degree should be considered by those seeking a career in technical management.

Total credit hours required for degree: 128

Learning Objectives

BS students will be able to:

- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Classical Mechanics;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Electricity and Magnetism;

- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Quantum and Modern Physics.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

- PHY 163 - How Things Work (3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)
- PHY 363 - Physics III (0, 4)

- PHY 323 - Statics and Dynamics (4)
or
- EGR 323 - Statics and Dynamics (4)

- PHY 351 - DC and AC Electronics (0, 4)
or
- EGR 351 - DC and AC Electronics (0 to 4)

- 2-4 credits total in PHY 200/400*
- PHY 200 - Select Topics: Physics (1) (1-2)
- PHY 400 - Select Topics: Physics (1) (1-2)

25-27 Credit Hours

Additional Physics Course Requirements

2 - 2 Option in Engineering:

No additional requirements at Utica College
Not required to take MAT 317

3 - 2 Option in Engineering:

- Physics (any level) - Physics Electives (6)
- Physics (300,400 level) - Physics Electives (3)

9 Credit Hours

B. S. in Physics:

- PHY 461 - Classical Mechanics (3)
- PHY 462 - Electricity & Magnetism (3)
- PHY 471 - Introduction to Quantum Physics I (3)

- Physics (300, 400 level) - Physics Electives (3)

12 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CSC 101 - Computer Science I (0,3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 317 - Ordinary Differential Equations (3)

26 Credit Hours

Free Electives

Students in the 3 - 2 engineering option must take a sufficient number of free electives to reach a total of 96 hours at UC. They must transfer 32 hours to UC from their engineering school. Students majoring in physics take sufficient free electives to reach a total of 128 hours at UC and should consult with their adviser on elective courses of particular interest for a specific career path.

Program Credits

Core	34-55 Credits
Major Course Requirements	46-48 Credits
Major Related Course Requirements	26 Credits
College Electives	20-22 Credits
 Total Credit Hours Required For Degree	 128 Credits

Psychobiology (B.S.) - Hegis Code 0401

(Bachelor of Science Degree)

The Psychobiology Major is an integrative and interdisciplinary program of study focusing on the biological bases of behavior, cognition, learning, emotion, sensation, perception, and memory. This major provides an opportunity for students to integrate their studies from a psychological and biological perspective, giving students a unique perspective in the classroom and in careers where skills and knowledge developed from combined studies in both fields will be valuable.

The major will allow students to pursue a variety of post-graduate and professional experiences related to biological sciences, health, medicine, neurobehavioral sciences, neuroscience, and psychology that emphasize the integration of biology and behavior. Other career options available to those with this major include area in education, public affairs, personnel analysis, and science writing in which courses in psychology, biology, and other sciences are useful.

Total credit hours required for the degree: 128

Learning Objectives

Students graduating with a degree in Psychobiology will:

- integrate biological and psychological principles to better understand the biological bases of behavior, cognition, learning, emotion, sensation, perception, and memory;

- demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of psychobiology;
- Use primary literature in the field of biology and psychology;
- Analyze and present scientific data using statistical inference and statistical software;
- Compose oral and written scientific presentations using experimental design and data

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Foundations of Psychobiology

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)

18 Credit Hours

Research Methods in Psychobiology

- PSY 211 - Statistics in the Behavioral Sciences (3)
- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)
- PSY 312 - Research Methods in Psychology (0, 4)

13 Credit Hours

Essentials of Psychobiology

- BIO 321 - Genetics (0, 4)
- BIO 338 - Animal Behavior (3)
- BIO 338L - Animal Behavior Laboratory (1)
- BIO 343 - Neuroscience (3)
- BIO 463 - Neuropharmacology (3)
- BIO 464 - Sensory Biology (3)
- or*
- PSY 343 - Sensation and Perception (0, 4)
- PSY 347 - Basic Psychobiology (3)

20-21 Credit Hours

Electives

(9 cr. -at least 3 cr. in BIO and 6 cr. in PSY)

- BIO 322 - Developmental Biology (0, 4)
- BIO 324 - Animal Physiology (0, 4)
- BIO 362 - Endocrinology (3)
- BIO 363 - Biochemistry (3)
- PSY 351 - Learning and Behavior (0, 4)
- PSY 352 - Motivation and Emotion (3)
- PSY 354 - Cognitive Psychology (0, 4)
- PSY 363 - Health Psychology (3)
- PSY 405 - Evolutionary Psychology (3)
- PSY 453 - Theories of Learning (3)

9 Credit Hours

Capstone Experience

(select one)

- PSB 450 - Senior Research (3)
- PSB 495 - Senior Seminar (3)

3 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

8 Credit Hours

Total Hours Required in Major: 71-72

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

Honors in Psychobiology:

In order to be considered for Honors in Psychobiology, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Psychobiology courses taken at Utica College and an overall GPA of at least 3.0.
2. The student must take PSB 450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Psychobiology.

Note:

* Students are required to earn a grade of C or better in BIO 211 before enrolling in any subsequent course with a Biology prefix that is required for the major.

Note: Students who plan on graduate study may need to complete CHE 331-CHE 332, PHY 151-PHY 152 or PHY 261-PHY 262, and MAT 201.

Psychology (B.A.) - Hegis Code 2001

Major in Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas. (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisers.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisers' recommendations and their own particular needs.

The mission of the Psychology Department of Utica College is to provide students with an education that encompasses content information and theoretical approaches in psychology and emphasizes critical thinking, mastery of empirical methodologies and development of strong communication skills. This education prepares students to pursue professional careers and/or post-baccalaureate education in the psychological and behavioral sciences. The department also provides a supportive environment for professional and scholarly activities of its faculty and services the academic community at Utica College with regard to instructional needs in areas related to the psychological sciences.

Students considering public school teaching as a career should refer to the programs in education - see academic programs or download our current catalog.

Total credit hours required for degree: 120

Learning Objectives

Students will be able to:

- Know major concepts in the major subfields of psychology (i.e. clinical, developmental, social/cognitive, neuroscience, learning).
- Apply statistical inference and probabilistic reasoning to problems in psychology.
- Apply the scientific method to sound research design in psychology.
- Communicate psychological concepts clearly and effectively in writing.
- Use American Psychological Association citation style and construct written reports conforming to APA style.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)
- PSY 211 - Statistics in the Behavioral Sciences (3)

- PSY 312 - Research Methods in Psychology (0, 4)
- PSY 406 - History of Psychology (3)

16 Credit Hours

One course from each category: 19 Credit Hours

At least one of these courses must include a psychology laboratory

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Abnormal Psychology (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)
- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4) (includes laboratory)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4) (includes laboratory)
- PSY 345 - Drugs, Brain, and Behavior (3)
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4) (includes laboratory)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

Senior Experience*

- PSY 411 - Senior Seminar (3)
- PSY 412 - Research Seminar (3)

Note:

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, PSY 489-PSY 499, in lieu of the PSY 411, PSY 412, or PSY 470. Consult your adviser and the catalog for other requirements.

Psychology Electives

May include:

- ANT 375 - Culture & Personality (3)
- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- PSY 470 - Practicum in Psychology (3, 6)

6 Credit Hours

Additional Course Requirements

Students desiring to earn the B.S. degree in Psychology must take two additional courses in the major at the 300- or 400-level

6 Credit Hours

50-56 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica College cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Program Credits

Core	34-55 Credits
Major Course Requirements	41-44 Credits
Major Electives	6 Credits
College Electives	15-39 Credits
Total Credit Hours Required For Degree	120 Credits

Psychology (B.S.) - Hegis Code 2001

Major in Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas, (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the

specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisers.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisers' recommendations and their own particular needs.

The mission of the Psychology Department of Utica College is to provide students with an education that encompasses content information and theoretical approaches in psychology and emphasizes critical thinking, mastery of empirical methodologies and development of strong communication skills. This education prepares students to pursue professional careers and/or post-baccalaureate education in the psychological and behavioral sciences. The department also provides a supportive environment for professional and scholarly activities of its faculty and services the academic community at Utica College with regard to instructional needs in areas related to the psychological sciences.

Students considering public school teaching as a career should refer to the programs in education - see academic programs or download our current catalog.

Total credit hours required for degree: 120

Learning Objectives

Students will be able to:

- Know major concepts in the major subfields of psychology (i.e. clinical, developmental, social/cognitive, neuroscience, learning).
- Apply statistical inference and probabilistic reasoning to problems in psychology.
- Apply the scientific method to sound research design in psychology.
- Communicate psychological concepts clearly and effectively in writing.
- Use American Psychological Association citation style and construct written reports conforming to APA style.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)
- PSY 211 - Statistics in the Behavioral Sciences (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- PSY 406 - History of Psychology (3)

16 Credit Hours

One course from each category: 19 Credit Hours

At least one of these courses must include a psychology laboratory

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Abnormal Psychology (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)
- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4) (includes laboratory)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4) (includes laboratory)
- PSY 345 - Drugs, Brain, and Behavior (3)
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4) (includes laboratory)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

Senior Experience*

- PSY 411 - Senior Seminar (3)
- PSY 412 - Research Seminar (3)

Note:

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, PSY 489-PSY 499, in lieu of the PSY 411, PSY 412, or PSY 470. Consult your adviser and the catalog for other requirements.

Psychology Electives

May include:

- ANT 375 - Culture & Personality (3)
- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- PSY 470 - Practicum in Psychology (3, 6)

6 Credit Hours

Additional Course Requirements

Students desiring to earn the B.S. degree in Psychology must take two additional courses in the major at the 300- or 400-level

6 Credit Hours

50-56 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica College cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Program Credits

Core	34-55 Credits
Major Course Requirements	41-44 Credits
Major Electives	6 Credits
College Electives	15-39 Credits
Total Credit Hours Required For Degree	120 Credits

Psychology-Child Life (B.S.) - Hegis Code 2009

(Bachelor of Science Degree)

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

Specialized coursework focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of young people who are hospitalized and/or who have disabilities. Students* completing the B.S. in psychology-child life may be admitted directly into the M.S. program in childhood education if they meet predetermined criteria. Students should see the Chair of Educator Preparation and Psychology-Child Life for further information.

For placement opportunities, please contact the internship coordinator.

Each student's academic file will be reviewed every semester. If the student does not meet the program criteria and follow the rules and regulations pertaining to the Academic Program, he/she will be dismissed from the program. In the case of dismissal, a letter outlining the reasons for dismissal will be issued by the department to the student. Upon receipt of the reason for dismissal, the student can appeal the decision

Students must have a grade of "C" or better in all major required courses and meet the retention criteria for the program.

Students must demonstrate the professional and ethical behaviors required for successful performance in the practice of child life specialty and child development as noted by faculty and clinical educators, and in compliance with the Child Life Council and National Association for Education of Young Children Code of Ethics. Students are expected to maintain standards of professional behavior within the academic, fieldwork, and internship settings.

Learning Objectives

Students will be able to:

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

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(Some of the following may be used to satisfy core requirements.)

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

51 Credit Hours

Major Electives

Psych Child-Life Elective sequence is a minimum of **9 credit hours** of related coursework approved by the student's advisor. Courses used in this sequence may not be used to fulfill Core requirements. Completion of a double major or a minor fulfills this requirement.

Note:

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

Program Credits

Core	34-55 Credits
Major Course Requirements	51 Credits
Major Electives	9 Credits
College Electives	5-26 Credits
Total Credit Hours Required For Degree	120 Credits

Public Relations (B.S.) - Hegis Code 0699

(Bachelor of Science Degree)

Public relations is a dynamic field that involves expertise in building and managing relationships between an organization and its specific publics or audiences such as employees, consumers, communities, and government. Public relations practitioners are highly sought after in business, government, education, sports, health care, and human service organizations.

Public relations professionals are skilled in counseling, problem solving, conflict resolution, writing, speaking, and campaign/event planning. Their efforts create understanding and acceptance of policies, decisions, products, and services that strengthen reputation and result in organizational success.

UC public relations majors are provided with a broad general education as well as specialized training in public relations principles and practices, research, strategic planning, writing, and media techniques. UC public relations graduates are working in all segments of the field: as public relations counselors and public relations firm executives; corporate communications directors and specialists; media relations and event planners; writers, editors, and desktop publishers; researchers and department heads for Fortune 500 companies; sports marketing and promotion; and fund raising and not-for-profit public relations.

Learning Objectives

A graduate will be able to:

- Write logically, clearly, precisely and persuasively on a professional level.
- Understand the scientific method of inquiry and display research-related writing skills.
- Make effective oral presentations.
- Demonstrate a basic understanding of and competence using computer and multimedia technology needed for entry-level public relations jobs.
- Behave professionally and operate effectively in a professional environment.
- Apply the four-step public relations strategic process: research, planning, communication tactics and evaluation.

Academic Requirements

See Core section of this catalog.

Core: 31 - 60 Credit Hours

Major Course Requirements

- CMM 181 - Intro to Mass Communication (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UC TV Practicum (1)
- JLM 365 - Information Design (3)
- PRL 182 - Public Relations (3)
- PRL 372 - Public Relations Strategies and Tactics (3)
- PRL 375 - Media Research and Metrics (3)
- PRL 385 - Event Planning and Campaigns (3)
- PRL 450 - Fieldwork in Public Relations (3)
- PRL 482 - Cases in Public Relations Management (3)

30 Credit Hours

Concentrations

Students must select one concentration from either General Public Relations or Sports Communication.

General Public Relations Concentration

Choose **5** courses from the following:

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 202 - Applied Integrated Management (3)
- MKT 311 - Elements of Integrated Marketing Communication (3)
- JLM 276 - Television Story Production (3)
- JLM 336 - Media Programming Strategies (3)
- JLM 363 - Magazine Article Writing (3)
- JLM 364 - Editing (3)
- JLM 372 - Essentials of News Photography (3)
- JLM 461 - Multimedia Web Design (3)
- PRL 400 - Topics in Public Relations (3 to 6) (3 credits required)
- COM 305 - Group Problem Solving and Decision Making (3)
- COM 341 - Organizational Communication (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- GOV 215 - Public Opinion and Political Behavior (3)

15 Credit Hours

Note:

* A maximum of four Journalism courses can be applied to this concentration.

Sports Communication Concentration

- PRL 285 - Sports and The Media (3)

Select one from:

- JLM 241 - Television Sportscast (3)
- JLM 374 - Sportswriting (3)

Select one from:

- PRL 395 - Sports Information and Public Relations (3)
- PRL 396 - Sports Marketing Communications and Promotion (3)
- PRL 397 - Sports Event Planning and Management (3)

Select one from:

- PRL 300 - Topics in Sports Communication (3)
- PRL 433 - The Olympics (3)
- PRL 435 - Sports and Television (3)

Select one from:

- PRL 454 - The Business of Sports (3)
- PRL 456 - Athlete Management and Representation (3)
- PRL 458 - Sports Law (3)

15 Credit Hours

Electives

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

Note:

*Students wishing information about the public relations retention policy should consult with their academic adviser.

Program Credits

Core	34-55 Credits
Major Course Requirements	30 Credits
Concentration	15 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

Public Relations and Marketing (B.B.A.) - Hegis Code 0699

Today's business communication field requires professional communicators to be trained in a variety of practices and tools. Students in the PRM major will learn how to strategically approach the communication needs of an organization by drawing on principles and practices from both the public relations and marketing fields. A strong foundation in business complements the focus on communication by creating an understanding of how an organization operates.

Learning Goals

A graduate will be able to:

Create communication materials that are persuasive, clear and professional.

Demonstrate proficiency in the strategic marketing practices of market segmentation, market targeting and market positioning.

Identify appropriate market research methods, metrics and data analysis techniques.

Academic Requirements

Core: 34-55 Credit Hours

Public Relations and Marketing

- CMM 188 - Digital Toolkit (3)
- CMM 261 - Media Writing (3)
and
- CMM 261L - Media Writing Lab (1)
- CMM 450 - Fieldwork in Communication and Media (3)
- JLM 365 - Information Design (3)

- MKT 211 - Principles of Marketing (3)
- MKT 311 - Elements of Integrated Marketing Communication (3)
or
- PRL 372 - Public Relations Strategies and Tactics (3)
- MKT 313 - Marketing Research (3)
or
- PRL 375 - Media Research and Metrics (3)
- MKT 481 - Marketing Management (3)
or
- PRL 385 - Event Planning and Campaigns (3)
- PRL 182 - Public Relations (3)
- PRL 408 - Social Media (3)
- PRL 482 - Cases in Public Relations Management (3)
- One Marketing Elective (400 level) (3)

37 Credits

Business

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
or
- MAT 201 - Calculus I (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 428 - Strategic Management and Leadership (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

33 Credits

Program Credits

Core	34-55 Credits
Public Relations and Marketing Requirements	37 Credits
Business Requirements	33 Credits
College Electives	0-16 Credits
Total Credit Hours Required For Degree	120 Credits

Sociology and Anthropology (B.A.) - Hegis Code 2208

(Bachelor of Arts Degree)

Anthropology and sociology are closely related sciences which seek to understand the human world. With anthropology's emphasis on relationships between human material and symbolic culture, language, and biology, and sociology's emphasis on social institutions and social behavior, the disciplines provide a broad, holistic understanding of the nature of human beings, human cultures, and human social organizations in the United States and across the globe.

The sociology/anthropology major promotes scholarship through a wide range of courses that integrate theory, methodology, and substantive topics; provides independent study opportunities; offers internships for students to apply their knowledge and to prepare for careers, and encourages students to minor in or concentrate their non-major studies in career-related areas.

A major in sociology and anthropology is designed to meet the needs of those who are interested in pursuing domestic - or internationally-focused careers in public and private sectors of social services, business, government, public and global health, criminology, education, museum studies, archaeology, and other careers in problem solving and research in which knowledge of social processes is necessary.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will be able to:

- Apply a sociological and anthropological perspective;
- Recognize, assess, and apply the methods of sociological and anthropological research;
- Identify and interpret the major theoretical perspectives in sociology and anthropology;
- Demonstrate an understanding of diversity within and between societies and across geographic regions.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- ANT 101 - Introduction to Anthropology (3)
- SOC 151 - Introduction to Sociology (3)
- ANT 205 - Human Beings in Evolutionary Perspective (3)

- SOC 211 - Statistics in the Behavioral Sciences (3)
or
- PSY 211 - Statistics in the Behavioral Sciences (3)
or
- MAT 112 - Basic Statistics (3)

- ANT 312 - Social Science Research Methods (3)
or
- SOC 312 - Social Science Research Methods (3)

- ANT 405 - Sociology & Anthropology Theory (3)
or
- SOC 405 - Sociology and Anthropology Theory (3)

- ANT 423 - Senior Seminar (3)
or
- SOC 423 - Senior Seminar (3)

21 Credits

Major Electives

Select one of the following sets of major electives: Concentration in Archaeology, Criminology, Cultural Anthropology, Gender or General Track.

Archaeology Concentration

Concentration Requirement

- ANT 267 - Introduction to Archaeology (3)

Choose 9 hours of Electives

- ANT 323 - Archaeology of North America and the Caribbean (3)
- ANT 335 - Forensic Anthropology (3)
- **or**
- ANT 535 - Forensic Anthropology (3)
- ANT 345 - Historical Archaeology (3)
- **or**
- ANT 545 - Historical Archaeology (3)
- ANT 525 - Ancient Cities (3)
- ANT 527 - Religion in the Ancient World (3)
- Topics Courses, independent studies, and internships as approved by the Chair

Criminology Concentration

Concentration Requirement

- SOC 274 - Criminology (3)

Choose 9 hours of Electives

- SOC 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)
- SOC 376 - Criminological Research Methods (3)
- ANT 335 - Forensic Anthropology (3)
- **or**
- ANT 535 - Forensic Anthropology (3)
- Topics Courses as approved by the Chair

Cultural Anthropology Concentration

Concentration Requirement

- ANT 297 - Peoples and Cultures of the World (3)

Choose 9 hours of Electives

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)

- ANT 274 - Cultural Anthropology: Research and Writing (3)
- ANT 300 - Select Topics: Anthropology (1 to 3)
- ANT 351 - Language and Culture (3)
- ANT 362 - Magic & Religion (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- ANT 449 - Anthropology of Aging (3)
- ANT 427 - Contemporary Issues in Mexican Culture (3)
- Topics Course as approved by the Chair

Gender Concentration

Concentration Requirement

- ANT 257 - Introduction to Gender and Sexuality (3)

Choose 9 hours of Electives

- ANT 297 - Peoples and Cultures of the World (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- ANT 449 - Anthropology of Aging (3)
- SOC 233 - The Family (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- Topics Courses as approved by the Chair

General Track

Choose any 4 courses (12 credit hours) from Anthropology and/or Sociology. Topics courses, independent study courses, and internships may be considered, as approved by the Chair.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences. At least 18 credit hours in the sociology and anthropology major must be taken at or above the 300 level.

Program Credits

Core	34-55 Credits
Major Course Requirements	21 Credits
Concentration	12 Credits
College Electives	32-53 Credits
Total Credit Hours Required For Degree	120 Credits

Spanish (B.A.) - Hegis Code 1105

The focus of this major is to master Spanish and learn to apply it to an occupation, a field of study, or other life interests. Students will develop an understanding of the grammar and literature of the Spanish language and the cultures

of the people who speak Spanish. The Senior Research Project will combine Spanish with background knowledge from courses in a Major Related Sequence (such as Education, Sociology or Human Rights Advocacy). This major is designed to meet the needs of those students intending to interact with a Spanish-speaking population, be it in business and management, education, social services, journalism, law, travel and tourism, or other fields that require Spanish. Total credit hours required for degree: 120

Learning Objectives

Students who complete the BA in Spanish will:

- Demonstrate linguistic abilities in understanding, speaking, reading, and writing in Spanish
- Recognize and explain different cultural beliefs and practices of the people who speak Spanish

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

At least 30 credits beyond the 202-level must be taken in Spanish. Prior competency in Spanish must be demonstrated before students are enrolled in courses beyond Spanish 202. It is strongly recommended that at least 12 of the 300- and 400-level credits be taken abroad in a program approved by the language faculty in conjunction with the Director of International Programs. Students should begin working early with their advisors and with the Office of International Programs to plan for the overseas experience, including the likelihood of additional expense associated with travel.

Required Courses

- SPA 101 - Beginning Spanish I (3) *
- SPA 102 - Beginning Spanish II (3) *
- SPA 201 - Intermediate Spanish I (3) *
- SPA 202 - Intermediate Spanish II (3) *

Senior Project

- SPA 490 - Independent Study (3 to 6)
(6 credits total)

Culture/ Civilization

One of the following:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)

Conversation

One of the following:

- SPA 227 - Spoken Spanish I (3)
- SPA 327 - Spoken Spanish II (3)

Literature

One of the following:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 388 - Introduction to Literature in Spanish (3)

Advanced Grammar and Composition

- SPA 337 - Spanish Composition and Grammar Review (3)

Electives

Four courses at the 300/ 400 level (1 course may be in translation). Examples:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 311 - Spanish and Latin American Film (3)
- SPA 315 - Business Spanish (3)
- SPA 404 - Introduction to Applied Spanish Linguistics (3)

If a topics course, it may be repeated if the topic is different. SPA 311 - Spanish and Latin American Film (3) may be repeated once if the topic is different.

42 Credit Hours

Major Related Courses

Students must complete either Track A or Track B.

Track A: Theoretical Aspects of Cultural Sensitivity

- ANT 351 - Language and Culture (3)
or
- ENG 351 - Language and Culture (3)
or
- SOC 252 - Race and Ethnicity (3)

- CMM 325 - Intercultural Communication (3)
or
- COM 341 - Organizational Communication (3)

Track B: Experiential Track

Students may fulfill the cultural sensitivity requirements by passing the 101/102 sections of a language other than Spanish. Students must have no prior experience with this language.

- Secondary Foreign Language 101 (3)
- Secondary Language 102 (3)

In consultation with the student's advisor, the requirement can be satisfied with:

- ARB 101 - Beginning Arabic I (3)
or
- ARB 102 - Beginning Arabic II (3)

- CHI 101 - Beginning Chinese I (3)
or
- CHI 102 - Beginning Chinese II (3)

- FRE 101 - Beginning French I (3)
or
- FRE 102 - Beginning French II (3)

- GER 101 - Beginning German I (3)
or
- GER 102 - Beginning German II (3)

- ITA 101 - Beginning Italian I (3)
or
- ITA 102 - Beginning Italian II (3)

- JPN 101 - Beginning Japanese I (3)
or
- JPN 102 - Beginning Japanese II (3)

- LAT 101 - Beginning Latin I (3)
or
- LAT 102 - Beginning Latin II (3)

Major Related Sequence

A sequence of courses in another field or combination of fields, as guided by the adviser, designed to complement the major courses. Content from the major related sequence will be integrated into the Senior Research Project (15-21)

Notes:

* It is anticipated that most incoming Spanish Majors will already have completed the equivalent of SPA 101 - Beginning Spanish I (3) and SPA 102 - Beginning Spanish II (3), and possibly SPA 201 - Intermediate Spanish I (3) and SPA 202 - Intermediate Spanish II (3).

**May be repeated once for credit, provided topics are not the same.

Program Credits

Core	34-55 Credits
Major Course Requirements	42 Credits
Major Related Course Requirements	6 Credits
Major Related Sequence	15-21 Credits
College Electives	0-23 Credits
Total Credit Hours Required For Degree	120 Credits

Sports Management (B.B.A.) - Hegis Code 0599

The Sports Management major prepares graduates for a variety of careers in the growing field of sports and recreation by teaching them to apply business principles and practices to the operation of athletic facilities, events and organizations. Students develop the ability to make effective managerial decisions in the areas of sports marketing, finance, risk management, and human resources. The major combines a solid understanding of core business concepts

and a deep knowledge of sports specific competencies to develop in our students the necessary skills and experience to compete for positions in the field of sports management.

Learning Objectives:

Graduates from this program will be able to:

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

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Business

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 371 - Human Resource Management (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

42 Credit Hours

Public Relations and Sport Management

- CMM 261L - Media Writing Lab (1)
- CMM 261 - Media Writing (3)
- PRL 182 - Public Relations (3)
- PRL 285 - Sports and The Media (3)

- PRL 385 - Event Planning and Campaigns (3)
 - SPM 395 - Sports Information and Public Relations (3)
 - SPM 396 - Sports Marketing Communications and Promotion (3)
 - SPM 397 - Sports Event Planning and Management (3)
 - SPM 454 - The Business of Sports (3)
 - SPM 456 - Athlete Management and Representation (3)
 - SPM 458 - Sports Law (3)
 - SPM 470 - Internship (3)
-
- PRL 372 - Public Relations Strategies and Tactics (3)
 - or
 - MKT 311 - Elements of Integrated Marketing Communication (3)

37 Credit Hours

Program Credits

Core	34-55 Credits
Business Requirements	42 Credits
Public Relations and Sports Management	37 Credits
College Electives	0-15 Credits
Total Credit Hours Required For Degree	120-128 Credits

Students with Disabilities Grade 7-12 Generalist

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.

- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Students with Disabilities Grade 7-12 Generalist

This is a program of study for candidates who wish to seek certification in Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica College are English, mathematics, biology, chemistry, physics, economics, history, government and politics, sociology/anthropology.

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

- Major in the Liberal Studies, English, Mathematics, Biology, Chemistry, Physics, Economics, History, Government and Politics, or Sociology/Anthropology
- Six (6) credit hours of study at the 100 level or above in each of the following: 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 C or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- Six (6) credit hours or the equivalent of study in a language other than English
- Three (3) credit hours in the fine arts

Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and GOV 101 - Introduction to Politics and American Government (3) or the equivalent and a minimum of twenty-one (21) credit hours in history.

Academic Requirements

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 327 - Adolescence Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)
- PSY 322 - Adolescence (3)

Student Teaching or Mentored Internship

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
or
- EDU 476 - Student Teaching II (6)
or

46 Credit Hours

Teaching English to Speakers of Other Languages Education (Birth - Grade 12)

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica College offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education adviser soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica College also offers master's programs in education. For more information, consult the Utica College graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.

Teaching English to Speakers of Other Languages Education (Birth - Grade 12)

The program in teaching English to speakers of other languages is designed to prepare prospective teachers in the prekindergarten, elementary, and secondary grades. This program is open to English majors. In addition to the requirements of their major and the courses in the TESOL program (listed below), students must fulfill the following requirements (some of which may be satisfied by the Utica College core curriculum):

- Twelve (12) credit of college-level work in a language other than English
- At least six (6) credits in each of the following fields: English, mathematics, science, and history
- Three (3) credits in the fine arts

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
or
- EDU 334 - Adolescent Social Studies Methods (3)
or

- EDU 335 - Adolescent Mathematics Methods (3)
or
- EDU 337 - Adolescent Science Methods (3)

- PSY 321 - Infancy and Childhood (3)
or
- PSY 322 - Adolescence (3)

- ANT 101 - Introduction to Anthropology (3)
or
- SOC 252 - Race and Ethnicity (3)

- ENG 311 - Modern English Grammar (3)
- ENG 316 - Principles and Practice of ESL (3)
- ENG 317 - ESL Through the Subject Areas (3)
- ENG 318 - Introduction to Linguistics (3)

- ANT 351 - Language and Culture (3)
or
- ENG 351 - Language and Culture (3)

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)

- EDU 476 - Student Teaching II (6)
or
- EDU 477 - Mentored Internship I (6)

- EDU 478 - Mentored Internship II (6)

55 Credit Hours

Note:

Students in the TESOL program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Students should consult as early as possible with their adviser to be sure that they fulfill this requirement.

Therapeutic Recreation (B.S.) - Hegis Code 2199

(Bachelor of Science Degree)

Therapeutic recreation (TR) is the use of recreation, leisure, and play to improve or maintain physical, cognitive, social, and emotional functioning to assist individuals in experiencing independent lifestyles and satisfying leisure experiences. Comprehensive TR involves a continuum of service that includes treatment, leisure education, and independent recreation participation. The therapeutic recreation major at Utica College is one of very few programs in the nation that is strictly designed to educate and graduate recreation therapists with a Bachelor of Science degree in therapeutic recreation. Graduates of this program meet the requirements of the National Council on Therapeutic Recreation Certification to take the certification examination and become a Certified Therapeutic Recreation Specialist. The program also is unique in that it is housed in the School of Health Professions and Education, which reflects the clinical-medical aspects of the major as well as the philosophical recreation foundation. Therapeutic Recreation graduates work in physical medicine and rehabilitation, mental and behavioral health, nursing homes and other programs serving older adults, residential care for people with developmental disabilities, youth programs, community based programs for people with and without disabilities...and other areas of professional accomplishment that demand a solid foundation in the liberal arts.

Special Requirements

The student in therapeutic recreation is required to achieve a minimum of C+ in each major course, a C average in major-related courses, and at least a B in the internship experience. Students must comply with the internship site rules and regulations regarding physical examinations and immunizations. Malpractice insurance is required for an internship course.

Learning Objectives

- Students will integrate an understanding of history, service models, theory, ethics, credentials, professional conduct, evidence-based practice, and professional development with therapeutic recreation practice.
- Students will develop competence to individually screen, assess, and systematically collect client data, develop individualized intervention plans, and utilize relevant documentation to track client progress toward attaining goals.
- Students will develop competence in planning, developing, implementing, and evaluating evidence-based therapeutic recreation intervention programs that identify functional outcome goals, modalities, and facilitation techniques used to restore, remediate, or rehabilitate client functioning and lead to the utilization and enhancement of an independent leisure lifestyle.
- Students will acquire specific skills with and knowledge of facilitation techniques in a range of modalities used as interventions for clients with medical and disabling conditions, disorders, and impairments affecting their physical, cognitive, social, emotional, and leisure functioning across the lifespan.
- Students will develop competence in the management, administration, and advancement of the profession of therapeutic recreation.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- TRC 203 - Introduction to Therapeutic Recreation (3)
- TRC 302 - Leisure and Wellness Education (3)
- TRC 304 - Program Design & Evaluation (3)
- TRC 323 - Therapeutic Recreation and Medical Conditions (3)
- TRC 352 - Assessment and Documentation (3)
- TRC 356 - Leadership, Analysis and Modification of TR Interventions (0, 4)
- TRC 406 - Organization, Administration, and Advancement of the Therapeutic Recreation Profession (3)
- TRC 413 - Advanced Therapeutic Recreation Processes and Techniques (3)
- TRC 469 - Internship and Examination Preparation (1)
- TRC 470 - Therapeutic Recreation - Internship (12)

38 Credit Hours

Major-Related Course Requirements

(*Some of the following may be used to satisfy core)

- BIO 101 - Anatomy & Physiology I (0, 4) *
 - BIO 102 - Anatomy & Physiology II (0, 4) *
 - PSY 101 - Introduction to Psychology (3) *

 - PSY 211 - Statistics in the Behavioral Sciences (3) *
- or**

- SOC 211 - Statistics in the Behavioral Sciences (3) *
- or
- MAT 112 - Basic Statistics (3) *

- HLS 245 - Human Development Across the Life Span (3)
- or
- PSY 223 - Life Span Developmental Psychology (3)

- HLS 445 - Clinical Research (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 361 - Abnormal Psychology (3)

- PSY 354 - Cognitive Psychology (0, 4)
- or
- EDU 201 - Applied Educational Psychology (3)

- WAE 143 - Adventure Programing and Basic Group Facilitation (3)
- WAE 313 - Biomechanics (3)
- 1-3 credit hours of an applied course in FIA, MUS, PED, WAE, or HLS.

36-39 Credit Hours

Electives

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

Note:

* Students wishing information about the therapeutic recreation retention policy should consult with their academic adviser.

Program Credits

Core	34-55 Credits
Major Course Requirements	38 Credits
Major Related Course Requirements	36-39 Credits
College Electives	0-12 Credits
 Total Credit Hours Required For Degree	 120 Credits

Wellness and Adventure Education (B.S.) - Hegis Code 1201

(Bachelor of Science Degree)

The Wellness and Adventure Education program educates students to provide and manage fitness and health promotion programs as well as includes introductory coursework related to physical and health education teacher certification. Students who wish to work with children in kindergarten through 12th grade should select the Teacher Education track. This is the first of two programs which prepares students to become coaches and eligible for certification as physical education and health education teachers (see the Master's Degree in Education which completes this preparation). The

Corporate Wellness Track prepares students to become fitness professionals and apply physical and health promotion strategies to clients of all ages in businesses and organizations. Students will be taught a range of methods by which health promotion can be achieved.

The Wellness and Adventure Education program emphasizes adventure education, which involves structured learning exercises characterized by perceived risk or challenge (including low and high ropes courses) and reflection. Students in the Teacher Education and Corporate Wellness tracks participate in some or all of the adventure education courses to develop the skills needed to create meaningful, effective, and safe learning experiences in their respective disciplines. Please note that both the Teacher Education track the Corporate Wellness track require moderate physical activity including, but not limited to, running, jumping, climbing, and tumbling. All students are required to meet the departmental code of professional conduct (see program website for details).

Students in the Corporate Wellness Track must earn a C or better in all major and major-related classes. To graduate, a cumulative GPA of 2.75 is required. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics (see: <http://www.cnheo.org/ethics.html>). During fieldwork and internships, they also are required to follow site policies and procedures including those related to physical examinations and immunizations. Malpractice insurance is required for internships.

Students in the Teacher Education Track 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 year 4. Students must earn a C or better in all major and major-related classes. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics and the National Association for Sport and Physical Education Code of Conduct for P-12 Physical Education Teachers. During fieldwork, they also are required to follow site policies and procedures including those related to physical examinations and immunizations.

Students in the Corporate Wellness and Teacher Education Tracks who do not meet the grade, ethics, or fieldwork/internship site requirements may be removed from the Wellness and Adventure Education program. Such decisions are made by the program's full-time faculty and Chair. Students who wish to appeal the decision of the Wellness and Adventure Education program may do so to the Academic Standards Committee. Students who wish to appeal the decision of the Academic Standards Committee may do so to the Provost.

Learning Objectives

- To assess participants' health and design effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To implement effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To develop leadership skills necessary for transforming activity into positive behavior change.
- To modify programs and leadership skills to enable people with disabilities to participate in and benefit from programming.
- To demonstrate proficiency in skills related to fitness, health education, and adventure education.
- To evaluate outcomes such as program effectiveness and participant well-being.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)
- WAE 105 - Outdoor Sports (2)
- WAE 143 - Adventure Programing and Basic Group Facilitation (3)
- WAE 206 - Physical Health and Wellness (3)
- WAE 233 - Fundamentals of Coaching (2)
- WAE 243 - Foundations of Exercise Science (3)
- WAE 244 - Technical Skills for Adventure Programing (3)

- WAE 248 - Injury Care and Prevention (3)
- WAE 307 - Community and Consumer Health (3)
- WAE 313 - Biomechanics (3)
- WAE 348 - Adventure Programming for Social Emotional Learning (3)

31 Credit Hours

Corporate Wellness Track

- WAE 354 - Workplace Health Promotion (3)
- WAE 355 - Health/Fitness Trainer Methods (3)
- WAE 356 - Principles of Strength and Conditioning (3)
- WAE 454 - Organization and Administration of Wellness Programs (3)
- WAE 467 - Exercise Testing and Prescription (3)
- WAE 470 - WAE Internship Preparation (1)
- WAE 480 - Corporate Wellness - Internship (12)

28 Credit Hours

Electives

- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- WAE 107 - Net & Wall Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)
- Physical Education - Program Elective (1-4) (Choose from the following)
 - PED 107 - Physical Training (1)
 - PED 115 - Fitness (1)
 - PED 120 - Aerobics (1)
 - PED 140 - Advanced Fitness (1)
 - PED 145 - Weight Training (1)
 - PED 170 - Self-Defense (1)
 - PED 175 - Cardio Kickboxing/TB (1)
 - PED 190 - Weight Training (1)
 - PED 195 - Yoga (1)
 - PED 203 - Aerobic Dance (1)
 - PED 215 - Jazz Dance (1)
 - PED 220 - Martial Arts/Aikido (1)

4 Credit Hours

Teacher Education Track

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)
- EDU 312 - Practical Teaching Methodologies (3)
- BIO 112 - Human Sexuality (3)
or
- PSY 207 - Human Sexuality (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)

- or
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
- or
- ANT 415 - Cultures, Health, & Healing (3)

- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- WAE 107 - Net & Wall Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)
- WAE 333 - Adapted Physical Education and Fitness (3)
- WAE 361 - Pre K-6 Physical Education (3)
- WAE 365 - 7-12 Physical and Health Education (3)
- WAE 413 - Motor Development (3)

Optional Non-credit Bearing or Credit Bearing Workshop/Class

- PED 210 - Lifeguard Training (0, 1)

35 Credit Hours

Major Related Course Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)

- PHI 107 - Ethics (3)
- or
- PHI 108 - Professional Ethics (3)

- PSY 101 - Introduction to Psychology (3)

- PSY 223 - Life Span Developmental Psychology (3)
- or
- HLS 245 - Human Development Across the Life Span (3)

- SOC 312 - Social Science Research Methods (3)
- or
- HLS 445 - Clinical Research (3)

36 Credit Hours

Program Credits

Core	34-55 Credits
Major Course Requirements	31 Credits
Major Related Course Requirements	36* Credits
Corporate Wellness Track	28 Credits

Teacher Education Track	35 Credits
Major Electives	0-4 Credits
Total Credit Hours Required For Degree	126-133 Credits

* 24 Major Related credits also satisfy Core.

Minor

Accounting (Minor)

The Accounting minor is intended to introduce students in Business and other majors to the discipline of accounting. Understanding accounting can be beneficial to those who want to integrate their liberal arts studies with professional experience. The expertise gained is important for entrepreneurs and for many business jobs, especially in small businesses that require the ability to interpret accounting reports and discuss them with accountants and/or management. The accounting minor will develop these skills.

Total credit hours required for minor: 15

Academic Requirements

Required (6 credits)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)

Electives

(9 credits)

Any 3 Accounting courses at the 300 level or higher. Students considering admission to Utica College's MBA in Professional Accounting should choose the 3 electives from ACC 301 , ACC 302 , ACC 304 , and ACC 401 .

Aging Studies (Minor)

The minor provides students with both basic understandings of the normal aging process and common deviations from the normal patterns of growth and development in old age, as well as knowledge of public policy and services affecting the aged. This minor is especially appropriate for majors in business, communication arts, construction management, criminal justice, economics, education (adult learners), government and politics, health studies, international studies, journalism, liberal studies, management, nursing, psychology, public relations, sociology and anthropology, and therapeutic recreation.

Total credit hours required for minor: 18

Academic Requirements

- AGE 101 - Introduction to Aging (3)
- AGE 214 - Biology of Aging (3)
- or
- BIO 214 - Biology of Aging (3)
- AGE 411 - Aging and Mental Health (3)

Electives

At least one of the following courses must be in Aging Studies:

- AGE 218 - Rural Elderly (3)
- AGE 273 - Introduction to Aging Network- Community Placement (1 to 3)
- AGE 300 - Select Topics: Aging Studies (3)
- AGE 314 - Life Review (3)
- AGE 315 - Aging and Intellectual/Developmental Disabilities (3)
- AGE 320 - Supportive & Senior Housing (3)
- AGE 400 - Select Topics: Aging Studies (3)
- ANT 449 - Anthropology of Aging (3)
- ECN 375 - Health Economics (3)
- GOV 332 - Public Administration (3)
- MGT 101 - Introduction to Contemporary Business (3)
- PHI 385 - Healthcare Ethics (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 327 - Adulthood and Aging (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
- TRC 315 - Leisure, Health and Wellness (3)

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

9 Credit Hours

Anthropology (Minor)

Anthropology is a holistic science of humankind, which combines the social sciences, natural sciences, and humanities to answer questions and solve problems regarding past, present, and future human life. Anthropologists seek to understand the diversity of past and present societies, the nature of humans as a species, and how people across the globe address pressing social, political, and environmental concerns. American anthropology is divided into four sub-disciplines: (cultural anthropology), archaeology, linguistics, and (biological) anthropology. This minor is designed to expose students to the applications of all four sub-disciplines, as well as related disciplines, to present day problem solving in the United States and abroad.

Total credit hours required for minor: 18

At least 9 credit hours must be at the 300 level or above.

Academic Requirements

- ANT 101 - Introduction to Anthropology (3)
- ANT 205 - Human Beings in Evolutionary Perspective (3)

Anthropology Electives

- Twelve credits from Anthropology electives (nine credits must be at the 300-level or above) (12)

18 Credit Hours

Chemistry (Minor)

The minor in chemistry may be used by students wishing further to explore and formalize their studies in this discipline. This minor should be considered by any nonchemistry major who is interested in a career in science teaching, medicine or other health professions, patent law, forensic laboratory, science, or technical sales.
Total credit hours required for minor: 21

Academic Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- Chemistry electives - 300 or 400 level (5)

21 Credit Hours

Communication Arts (Minor)

The minor in communication arts is designed to provide students in other majors with an opportunity to develop their understanding of the communication process and to refine specific communication competencies. Students concerned with preparing themselves to begin a career upon graduation may focus on learning more about the critical role of information and communication in the operation of organizations, and on developing the skills necessary in order to communicate effectively with other people. Those students who are interested in pursuing graduate work may complement their major area of study with an understanding of human interaction from a communication perspective.
Total credit hours required for minor: 18

Academic Requirements

6 Credit Hours

One of the following courses: 3 Credit Hours

- COM 303 - Public Speaking II (3)
- COM 403 - Argumentation (3)

3 credit Hours

One of the following courses: 3 Credit Hours

- COM 341 - Organizational Communication (3)
- COM 411 - Communication Theory (3)

3 credit Hours

Two electives: six hours of Communication Arts courses at the 300-400 level

6 Credit Hours

Computer Science (Minor)

The minor in computer science is intended to introduce students in other majors to the discipline of computer science. Appropriate choices of upper level electives can be made that reflect their interest within the discipline.
Total credit hours required for minor: 19

Academic Requirements

- CSC 101 - Computer Science I (0,3)
- CSC 102 - Computer Science II (0,3)
- CSC 201 - Discrete Mathematics (4)
- Computer Science - 300/400 level electives (9)

19 Credit Hours

Creative Writing (Minor)

The minor in creative writing is designed to provide an added area of competency for students. It entails the study of creative writing in multiple genres as well as the literary traditions of short fiction, the novel, and poetry. In addition to the personal value this minor will have for any student, it will help students preparing for many professions as they develop their communication and rhetorical skills and practice thinking creatively. In workshops, students learn how to critique effectively their own and others' writing. Students should consult their major advisers about the appropriateness of this minor for their majors.
Total credit hours required for minor: 15

Academic Requirements

- Choose three of the following courses:
- ENG 147 - Introduction to Creative Writing (3)
 - ENG 307 - Writing Fiction (3)
 - ENG 308 - Creative Nonfiction (3)
 - ENG 309 - Writing Poetry (3)
 - ENG 405 - Adv Nonfiction Workshop (3)
 - ENG 406 - Advanced Fiction Workshop (3)
 - ENG 407 - Advanced Poetry Workshop (3)
- and**
- 3 credits of ENG or LIT (excluding ENG 100-101-102)
- and**
- 3 credits of ENG or LIT at 300-level or above

15 Credit Hours

Criminal Intelligence Analysis (Minor)

Criminal Intelligence Analysis explores the field of criminal intelligence, such as assessing evidence, analyzing intelligence data and making it a useful tool for law enforcement, and examining the links between criminal activity and organized crime.
Total credit hours required for minor: 21

Academic Requirements

- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CRJ 358 - Introduction to Intelligence Studies (3)

- CYB 107 - Computer Hardware and Peripherals (3)
or
- CYB 228 - Cyber Technology for Criminal Justice (3)

- JLM 371 - Data and Story (3)

21 Credit Hours

Criminal Justice (Minor)

The minor in Criminal Justice may be used by students who want to explore and formalize their studies in this discipline. This minor should be considered by any noncriminal justice major who is interested in a career related to the field of criminal justice, such as social work, psychology, law, and government.

Total credit hours required for the minor: 15

Academic Requirements

- CRJ 103 - Introduction to Criminal Justice (3)
- Select one criminal justice concentration (each of which requires four courses, pending advisor approval) (12)

15 Credit Hours

Cybersecurity (Minor)

The Cybersecurity Minor provides students from all majors with an opportunity to learn about the ever-growing field of cybersecurity. The overarching goal of the proposed minor is to educate individuals in such a way that they understand how to legally and ethically deal with sensitive information in a variety of settings where security and privacy of information are prime requirements. Knowing what the major cybersecurity issues, problems and technologies are and what the major trends in cybercrime are can be a major advantage for contemporary graduating students from a variety of fields.

Total credit hours required for minor: 15

Academic Requirements

Courses are to be taken in the order listed below:

Select one:

- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)

- CYB 333 - Information Security (3)
- CYB 337 - Computer Network Investigations (3)
- CYB 348 - Information Assurance Risk and Compliance (3)

Select one:

- CYB 355 - Cybercrime Investigations and Forensics I (3)
- CYB 362 - Information System Threats, Attacks, and Defense (3)

15 Credit Hours

Economics (Minor)

The minor in economics is designed to provide students with a basic understanding of economic concepts and processes. The capstone course gives students the opportunity to apply the tools of economics to an issue central to their majors. Although open to all, the minor is especially relevant for students in pre-law, government, journalism, and psychology programs.

Total credit hours required for minor: 19

Academic Requirements

- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- Economics electives - 300 or 400 (6)
- ECN 474 - Economics Research Proposal (1)
- ECN 475 - Research Project in Economics (3)

English Language (Minor)

The minor in English language is designed to provide an added area of competency for students majoring in disciplines other than English and is not open to English majors. It entails the study of language theory and structure and offers the opportunity for practical application of theoretical concepts. While the minor is offered under the auspices of the School of Arts and Sciences, it includes language-related courses offered in other schools as course options.

Because many professions require an understanding and effective use of language, this minor will be helpful to students preparing for various careers, both in terms of increasing their linguistic competence and in gaining employment.

Students interested in minoring in English language should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18

Academic Requirements

- ENG 311 - Modern English Grammar (3)
- ENG 318 - Introduction to Linguistics (3)
- ENG 408 - History of the English Language (3)

9 Credit Hours

One or two of the following courses: 3-6 Credit Hours

- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 303 - Perspectives on Traditional Grammar (3)
- ENG 316 - Principles and Practice of ESL (3)
- ENG 317 - ESL Through the Subject Areas (3)
- ENG 335 - Literature of the Tudor Period (3)
- ENG 336 - Literature of the Early Stuart Period (3)

- ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)
- ENG 367 - Shakespearean Drama (3)

Optional Courses

One or two of the following courses: 3-6 Credit Hours

- JLM 363 - Magazine Article Writing (3)
- ENG 304 - Advanced Composition (3)
- ENG 313 - American Social Dialects (3)
- ENG 315 - Writing in the Professions (3)

- ANT 351 - Language and Culture (3)
- or**
- ENG 351 - Language and Culture (3)

15-21 Credit Hours

Entrepreneurship (Minor)

The Minor in Entrepreneurship is designed to provide students with an interdisciplinary learning environment and the foundational principles to launch, sustain, and expand businesses and organizations through innovative, technology-driven practices.

Total credit hours required for minor: 15

Academic Requirements

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 379 - Foundations of Entrepreneurship (3)
- MGT 431 - Entrepreneurship Innovation (3)
- MGT 432 - Entrepreneurship Financing (3)
- MKT 211 - Principles of Marketing (3)

Film Studies (Minor)

The minor in film studies is designed to enhance students' understanding of film as an art form and as an embodiment of cultural developments. In an age when we are bombarded with information, in-depth study of the cinema is an appropriate means of enhancing our visual and cultural literacy.

The minor in film studies will be of use to those who are interested in studying film at the graduate level and those in such fields as communications, teaching, English, the fine arts, public relations, journalism, and history.

Total credit hours required for minor: 15

Academic Requirements

- FLM 201 - The Language of Film (3)

Choose twelve credits from the following:

- FLM 300 - Film Genres (3)
- FLM 301 - Film and Literature (3)

- FLM 303 - Blacks and Film (3)
- FLM 304 - Women and Film (3)
- FLM 310 - The Motion Picture (1)
- FLM 311 - Spanish and Latin American Film (3)
- FLM 400 - Select Topics: Film (3)

12 Credit Hours

Finance (Minor)

The minor in finance is designed for the non-finance major students who are interested in pursuing a career path or expanding their knowledge in finance in general or other specific finance related fields, such as investment, financial institutions, and risk management & insurance. Non-business major students, especially those with natural science background in math, biology, and computer science can find this minor expanding their career choices.

Total credit hours required for minor: 15

Academic Requirements

Required Courses

- ACC 201 - Financial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- FIN 333 - Corporate Finance (3)

Choose two of the following courses:

- ECN 343 - Money and Banking (3)
or
- FIN 343 - Money and Banking (3)
- FIN 301 - Introduction to Financial Planning (3)
- FIN 351 - Financial Management (3)
- FIN 352 - Investments (3)
- FIN 357 - Retirement Planning and Employee Benefits (3)
- RMI 325 - Insurance and Estate Planning (3)

15 Credits

Fraud and Financial Crime Investigation (Minor)

A minor in Fraud and Financial Crime Investigation (FFCI) is designed to provide an introduction to the study of the growing number of non-violent crimes that are committed for financial gain through methods of fraud and deception of victims. The minor educates students in the areas of criminal and civil investigation with an understanding of the evolving problems associated with detecting and controlling crimes like embezzlement, identity theft, credit card fraud, insurance fraud, construction fraud, money laundering, political corruption and tax evasion. The minor will provide students with the tools to understand driving factors that are critical to the commission of fraud and financial crime and appreciate effective methods of fraud and financial crime detection, control and prevention.

Total credit hours required for minor: 15

Academic Requirements

Students should take the following courses in order listed below:

- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 334 - Economic Crime Investigation (3)

Select one:

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

- CRJ 343 - Law of Economic Crime (3)

15 Credit Hours

French (Minor)

French is of particular interest to those studying the civilizations and current affairs of Canada, Europe, and Africa. For its cultural and practical value, the study of French generally is recommended to all prospective graduate students and to students in certain career and liberal arts areas (e.g., international business, international studies, philosophy, government and politics, and education).

Total credit hours required for minor: 15

Prerequisite: FRE 202 or equivalent.

Academic Requirements

Select five courses from the following:

- FRE 237 - French Conversation and Grammar Review (3)
- FRE 288 - Introduction to French Literature (3)
- FRE 300 - Topics in French and Francophone Cultures and Literatures (3)
- FRE 311 - French Film (3)
- FRE 327 - Spoken French (3)
- FRE 337 - Advanced French Composition and Grammar Review (3)
- FRE 347 - French Civilization and Culture (3)
- FRE 388 - Masterpieces of French Literature (3)
- FRE 490 - Independent Study (3 to 6)

Related Requirements

Or four courses from the above and one from the following Related Requirements (taught in English)*

- ANT 351 - Language and Culture (3)
- **or**
- ENG 351 - Language and Culture (3)

- ENG 318 - Introduction to Linguistics (3)
- HIS 266 - Modern Europe (3)
- Government and Politics 271 - European Politics (3)

15 Credit Hours

Note:

*Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

Gender Studies (Minor)

The minor in gender studies enables students to develop a critical awareness of socially and culturally formed gender patterns and the intersection of gender with other relations of power, such as sexuality, race, class, nationality, religion, marital status, and age.

Gender studies is an interdisciplinary academic field that draws on feminist, gender, and queer theories and scholarship to analyze the experiences, perspectives, and contributions of people in various cultural settings and time periods, including men, women, trans, intersexed, and gender nonconforming individuals.

Completion of the minor strengthens students' preparation for further work in fields including gender studies, women's studies, law, public and international affairs, social sciences, the humanities, communications, and the arts. Students also gain a foundation for understanding the social, intellectual, and political forces that shape their personal and professional lives.

For more information about the gender studies minor, please contact the Gender Studies advisor.

Total credit hours required for minor: 18

At least 9 credit hours must be at the 300 level or above.

Note: Certain topics courses (COM 300, ENG 145, ENG 305, ENG 306, ENG 400, HIS 300, and LIT 400) may fulfill elective requirements, depending on the topic offered. Consult with the gender studies advisor to determine if current topics offerings are appropriate.

Academic Requirements

- ANT 257 - Introduction to Gender and Sexuality (3)
- SOC 423 - Senior Seminar (3)
or
- ANT 423 - Senior Seminar (3)

Electives

Choose 12 credits from the following and at least one course from each category.

Gender in Health and Human Development

- ANT 101 - Introduction to Anthropology (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- BIO 112 - Human Sexuality (3)
- ANT 449 - Anthropology of Aging (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- HLS 245 - Human Development Across the Life Span (3)
- HLS 309 - Medical Conditions and Implications (3)
- PSY 322 - Adolescence (3)

Gender in Social Context

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 297 - Peoples and Cultures of the World (3)
- ANT 351 - Language and Culture (3)
or

- ENG 351 - Language and Culture (3)
- ANT 362 - Magic & Religion (3)
- ANT 551 - Contemporary Issues of Native American Life (3)
- COM 301 - Advanced Interpersonal Communication (3)
- FLM 304 - Women and Film (3)
- HIS 313 - U.S. Women's History (3)
- LIT 347 - Images of Women in Literature (3)
- PSY 331 - Social Psychology (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 225 - Social Problems (3)
- SOC 233 - The Family (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- SOC 405 - Sociology and Anthropology Theory (3)
- SOC 552 - Minority Experience in American Society (3)

Geoscience (Minor)

A competence in geology and the other earth sciences may enhance the career possibilities of primary and secondary school teachers and individuals pursuing graduate opportunities or employment in other science fields, such as chemistry, biology and physics. The Geoscience Minor is also appropriate for majors in economics, politics, anthropology/sociology who anticipate careers in government or industry that will involve issues of public policy concerning the environment.

Minimum credit hours required for minor: 18-20 (*at least 9 at or above 300-level*).

Academic Requirements

- GOL 225 - Physical Geology (0,4) *
- GOL 226 - Historical Geology (0,4)

8 Credit Hours

Remaining credits

(10-12 total; minimum of 9 at or above 300-level) to be selected from the following;

- GOL 115 - Introduction to Oceanography (3)
- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 326 - Petrology: Rocks and Environments (0,4)
- GOL 333 - Weather and Climate (0,4)
- GOL 343 - Geomorphology (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 390 - Independent Study (1 to 6)
- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 405 - Earth System Science (3)
- GOL 410 - Geoscience Seminar and Current Topics (1)
- GOL 450 - Research in Geoscience (1 to 3)
- GOL 460 - Field Experience in Geoscience (3 to 6)
- GOL 470 - Geoscience - Internship (0 to 12)
- ENV 201 - Introduction to Environmental Issues (3)

- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- BIO 329 - Evolution (3)
- CHE 405 - Environmental Chemistry (3)

10-12 Credit Hours

Note:

*Some students first develop an interest in Geosciences while taking GOL 105 (Society, Earth and the Environment). Considerable overlap in course content exists between GOL 105 and GOL 225, so credit toward the minor will not be given for both GOL 105 and GOL 225.

Government (Minor)

The minor in government is designed to provide a focused and in-depth examination of the institutions and processes of American government. It will enable students in those majors where knowledge of, and interaction with, government is essential to develop additional competency. It especially is appropriate for majors in accounting, business, construction management, criminal justice, economics, international studies, journalism, and public relations.

Total credit hours required for minor: 19

Academic Requirements

- GOV 101 - Introduction to Politics and American Government (3)
- GOV 161 - Introduction to International Politics (3)
- GOV 201 - Research, Writing & Careers in Government & Politics (1)
- GOV 203 - Comparative Politics (3)
- GOV 281 - Political Ideas and Ideologies (3)

- GOV 345 - Constitutional Law in the Governmental Process (3)
or
- GOV 346 - Civil Liberties (3)

- GOV 435 - Political Leadership and the American Presidency (3)
or
- GOV 464 - International Protection of Human Rights (3)
or
- GOV 465 - Political Risk Analysis (3)

19 Credit Hours

Healthcare Advocacy and Navigation (Minor)

The minor in Healthcare Advocacy and Navigation provides students with the knowledge and ability to guide clients through the complex healthcare system. The minor also provides students with a basic understanding of the continuum of healthcare as it pertains to their client's specific medical condition ensuring that any and all barriers to that care are resolved and that each stage of care is as seamless as possible. Although open to all students, the minor is especially relevant for students in Health Studies, Nursing, Occupational Therapy, Aging Studies, Psychology-Child Life, Therapeutic Recreation, and Physical Therapy.

Total credit hours: 21

Academic Requirements

- COM 337 - Health Communication (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 309 - Medical Conditions and Implications (3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)
- HLS 419 - Healthcare Advocacy and Navigation Seminar (3)

21 Credit Hours

Healthcare Ethics (Minor)

School of Arts and Sciences

The goal of this minor is to foster the ethical thinking skills required to be a caring and successful healthcare professional. The minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in healthcare and related fields. Students should consult their major advisers and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 15

Academic Requirements

Basic Ethics Component

- PHI 107 - Ethics (3)
- **or**
- PHI 108 - Professional Ethics (3)

3 Credit Hours

Advanced Ethics Component

- PHI 385 - Healthcare Ethics (3)

- PHI 305 - Ethical Issues in Contemporary Science and Technology (3)
- **or**
- PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

One of the following:

- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 386 - Medical Ethics and Children (3)
- PHI 425 - Theories of Justice (3)
- PHI 503 - Environmental Ethics (3)
- PHI 504 - Evolution and its Discontents (3)
- PHI 586 - Medical Ethics and Children (3)

9 Credit Hours

Relevant Topics Component

One course at the 200-level or higher (or HPS 126 or HPS 127). Courses can be determined in consultation with the Chair of Philosophy. May be philosophy or non-philosophy courses. Must be related to, but not required, for the student's major. Must have ethical content.

3 Credit Hours

History (Minor)

The history minor is intended particularly to provide students with an opportunity to add the perspective of a traditional liberal arts discipline, one which offers exposure to both Western and non-Western societies. Although open to all, it should prove especially relevant for students in pre-law, criminal justice, public relations and/or journalism, education, and the helping professions.

Total credit hours required for minor: 18

Academic Requirements

Two of the following four courses

- HIS 126 - America 1500-1877 (3)
- HIS 127 - America 1877- to the Present (3)
- HIS 135 - The African American Experience (3)
- HIS 165 - Europe and the World (3)

History Electives

- 200-, 300-, 400-, 500-level history courses at least 9 credits of which must be at the 300-level or higher (12)

18 Credit Hours

Human Rights Advocacy (Minor)

The minor in human rights advocacy is designed to provide an in-depth examination of human rights issues in history and contemporary events. The minor will also focus on the processes and institutions available for dealing with human rights violations. It is an appropriate minor for students in any major who have a concern for human rights and wish to use the knowledge and skills developed in their major to deal with these issues and/or develop career opportunities.

Total credit hours required for the minor: 19

Academic Requirements

- GOV 211 - Introduction to Human Rights (3)
or
- HRA 211 - Introduction to Human Rights (3)

- GOV 281 - Political Ideas and Ideologies (3)

- HIS 334 - History of Colonial Africa (3)
or
- HIS 335 - History of Modern South Africa (3)

- **or**
- HIS 344 - Modern China (3)
- **or**
- HIS 381 - Germany in the Nazi Era (3)
- **or**
- HIS 372 - Modern Russia (3)
- **or**
- GOV 300 - Select Topics: Government & Politics (3)
- **or**
- HRA 300 - Selected Topics

- GOV 364 - International Law (3) *

- GOV 464 - International Protection of Human Rights (3) Capstone Seminar
- **or**
- HRA 464 - International Protection of Human Rights (3) Capstone Seminar

Six credit hours from the following courses:

- ANT 251 - Native American Culture and History (3)
- GOV 346 - Civil Liberties (3)
- GOV 363 - International Organizations (3) *
- SOC 252 - Race and Ethnicity (3)

19 Credit Hours

Note:

*Prerequisite may be waived for students not majoring in government and politics, and international studies.

Journalism (Minor)

The minor in journalism is designed to provide students in other majors with an opportunity to develop their understanding of the news media and to learn specific journalism skills. The minor provides the introductory courses essential for today's newswriter and editor, as well as a selection of courses that address the changing issues and technologies within the field of journalism.

Total credit hours required for minor: 19

Academic Requirements

- CMM 181 - Intro to Mass Communication (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- JLM 262 - Information Gathering & Storytelling (3)

One of the Following Courses:

- JLM 364 - Editing (3)
- JLM 365 - Information Design (3)
- JLM 372 - Essentials of News Photography (3)
- JLM 461 - Multimedia Web Design (3)

One of the Following Courses:

- CMM 467 - Communication Law (3)
- JLM 381 - Censorship (3)
- JLM 401 - Media Ethics in Contemporary Society (3)

One additional Journalism Course

- One additional Journalism studies course at the 300- or 400-level (3)

Literature (Minor)

The minor in literature allows the student to acquaint themselves with a range of writers, genres, and cultures. Beyond personal enrichment, the minor demonstrates a student's breadth of education and their ability to engage with complex texts and ideas. As such, it is potentially valuable to students in numerous majors, whether in another aspect of the humanities or a science. For pre-professional majors, a minor in literature may help demonstrate to prospective employers a broad intellect that speaks to a student's adaptability, as well as a capacity to engage with diverse cultures and fields of study.

Total credit hours required for minor: 15

Academic Requirements

Two of the following courses:

- ENG 135 - Introduction to Literature (3)
- ENG 145 - Literature in Focus (3)
- ENG 147 - Introduction to Creative Writing (3)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)
- ENG 295 - American Literature to 1865 (3)
- ENG 296 - American writers from 1865 to the present (3)
- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)

6 Credit Hours

Three of the following courses:

- ENG 305 - Topics in British Literature (3)
- ENG 306 - Topics in American Literature (3)
- ENG 335 - Literature of the Tudor Period (3)
- ENG 336 - Literature of the Early Stuart Period (3)
- ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)
- ENG 355 - Literature of the Romantic Period (3)
- ENG 356 - Literature of the Victorian Period (3)
- ENG 357 - Modern British Literature (3)
- ENG 367 - Shakespearean Drama (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 373 - The Novel (3)
- ENG 374 - Forms and Art of Poetry (3)
- ENG 375 - Literature of the Theatre (3)

- ENG 385 - American Literature: 1820-1860 (3)
- ENG 392 - African American Literature (3)
- ENG 395 - American Literature: 1910-1945 (3)
- ENG 396 - American Literature: 1945-to the Present (3)
- ENG 397 - Contemporary American Poetry (3)
- ENG 400 - Studies in Language and Literature (3)
- ENG 466 - Chaucer (3)
- ENG 468 - Milton (3)
- LIT 334 - Greek & Roman Mythology (3)
- LIT 347 - Images of Women in Literature (3)
- LIT 356 - From Fairy Tale to Modern Fantasy (3)
- LIT 358 - World Literature in English (3)
- LIT 373 - The Novel (3)
- LIT 400 - Topics in World Literature (3)

9 Credit Hours

Management (Minor)

The minor in management is designed to allow students who are majoring in other areas to explore the field of management in an organized and coherent way. Skills in organizing and managing teams can be an important preparation for careers in business, non-profit, and public organizations.

Total credit hours required for minor: 21

Academic Requirements

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

Choose two of the following courses:

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

21 Credit Hours

Mathematics (Minor)

A minor in mathematics is designed to provide an introduction to the methods of mathematics and a complement to majors that have a strong quantitative component such as the natural sciences, computer science and business economics. A minor in mathematics may be used by students who wish to develop their ability to reason logically and form habits of precise thought and expression. Because mathematics is the underlying language of an ever more technological society, courses in the minor will help provide students with the tools to solve significant problems in many academic areas. Students should consult their major advisors and faculty in the mathematics department about the appropriateness of this minor to their course of study.

Total credit hours required for minor: 21

Academic Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 331 - Linear Algebra (3)

One course from:

- MAT 317 - Ordinary Differential Equations (3)
- MAT 321 - Probability & Statistics (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- MAT 341 - Number Theory (3)

Additional Mathematics Course: 3 Credit Hours

- One additional Mathematics course chosen from 300- or 400-level (3)

21 Credit Hours

Philosophy (Minor)

This minor is designed to provide an introduction to the discipline of philosophy and to complement various programs of study in other disciplines. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 15

Academic Requirements

Foundational Component

One of the following (3 Credit Hours):

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 104 - Philosophy of Religion (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)

History Component

One of the following (3 Credit Hours):

- PHI 205 - History of Ancient Philosophy (3)
- PHI 206 - History of Modern Philosophy (3)
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)
- HPS 127 - The Development of Modern Science: Newton to Einstein (3)

Elective Component

Three Philosophy courses (at 300-level or higher): 9 credit hours

Philosophy of Law (Minor)

This minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in law, criminal justice or government. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

The main goal of the program is help students develop the ethical and logical thinking skills required to be successful professionals. A second goal is to help students gain entrance into law or graduate school by preparing them for the LSAT or GRE exam, and by having completion of the minor indicated on their transcripts.

Total credit hours: 15

Academic Requirements

Foundational Component

One of the following: 3 Credit Hours

- GOV 101 - Introduction to Politics and American Government (3)
- HRA 211 - Introduction to Human Rights (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)

Critical Thinking Component

Both of the following: 6 Credit Hours

- PHI 101 - Critical Thinking (3)
or
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)
- PHI 375 - Symbolic Logic (3)

Advanced Topics Component

Two of the following (Must take at least one of the following: PHI 335, PHI 345, PHI 425): 6 Credit Hours

- GOV 333 - American Public Policy (3)
- GOV 345 - Constitutional Law in the Governmental Process (3)
- GOV 346 - Civil Liberties (3)
- GOV 364 - International Law (3)
- PHI 315 - Epistemology (3)
- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 417 - Philosophy of Mind (3)
- PHI 425 - Theories of Justice (3)

15 Credit Hours

Physics (Minor)

The minor in Physics is designed for students in other majors who wish to further explore the world of Physics. This program gives students maximum flexibility in designing a minor commensurate with their interests. Students should consult with a Physics faculty member to design their minor program.
Total credit hours required for minor: 20

Academic Requirements

- PHY 151 - General Physics I (0, 4)
- PHY 152 - General Physics II (0, 4)
- **or**
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

- Physics Electives - 300 or 400 level (9)
- MAT 201 - Calculus I (3)

20 Credit Hours

Psychology (Minor)

The minor in psychology is designed to provide an additional area of competency for those students majoring in other areas. Students should consult their major advisers about the appropriateness of this minor for their major.
Total credit hours required for minor: 18

Academic Requirements

- PSY 101 - Introduction to Psychology (3)

Psychology Electives

To be selected from at least four of the following five categories (15)

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Abnormal Psychology (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)

- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4)
- Psychology 343L - Laboratory in Sensory/Perceptual Processes
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

18 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica College cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Public Relations (Minor)

The minor in public relations provides students with essential knowledge and skills for helping organizations achieve their goals. Students learn how to build and maintain an organization's relationships with their key publics through effective storytelling, social media networks and campaigns/special events.

Academic Requirements

- CMM 181 - Intro to Mass Communication (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- PRL 182 - Public Relations (3)
- PRL 372 - Public Relations Strategies and Tactics (3)
- PRL 482 - Cases in Public Relations Management (3)

Select One

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media (3)

19 Credits

Risk Management and Insurance (Minor)

The minor in risk management and insurance is designed to allow students who are majoring in other areas to explore this field and its many career potentials.

Total credit hours required for minor: 21

Academic Requirements

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

Choose one of the following courses:

- RMI 375 - Quantitative Financial Analysis of Risk (3)
- RMI 470 - Risk Management and Insurance - Internship (3)

21 Credit Hours

Sociology (Minor)

Sociology is the study of the interrelationship between the individual and society. Sociologists study identities such as race, class, and gender, as well as social institutions like the criminal justice system, the labor force, education, religion, and the family. This minor is designed to help students understand diversity and stratification within the social world, which will improve the career opportunities of students majoring in areas that deal with people, such as health studies, criminal justice, and psychology.

Total credit hours required for minor: 18

Academic Requirements

- SOC 151 - Introduction to Sociology (3)
- SOC 312 - Social Science Research Methods (3)
or
- SOC 405 - Sociology and Anthropology Theory (3)
- Sociology Electives (12) - At least 6 elective credit hours must be at the 300 level or higher.

18 Credit Hours

Spanish (Minor)

Spanish is one of the primary languages of the western hemisphere and is effectively the second language of the United States. In addition to its cultural value, the study of Spanish has practical usefulness to Utica College students enrolled in certain career and liberal arts areas (e.g., Health Studies, criminal justice, international studies, international business, government and politics, psychology, and education).

Total credit hours required for minor: 15

Prerequisite: SPA 202 or equivalent.

Academic Requirements

Select five courses from the following:

- SPA 227 - Spoken Spanish I (3)
- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3)
- SPA 311 - Spanish and Latin American Film (3)
- SPA 315 - Business Spanish (3)
- SPA 327 - Spoken Spanish II (3)
- SPA 337 - Spanish Composition and Grammar Review (3)
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)
- SPA 388 - Introduction to Literature in Spanish (3)
- SPA 404 - Introduction to Applied Spanish Linguistics (3)
- SPA 490 - Independent Study (3 to 6) (3 credits required)

Related Requirements

Or four courses from the above and one from the following [**taught in English**].

- ANT 351 - Language and Culture (3)
- ENG 351 - Language and Culture (3)
- ENG 318 - Introduction to Linguistics (3)
- HIS 266 - Modern Europe (3)

Note:

* Other courses may be substituted with departmental approval. Participation in a study abroad program (such as DIPA, Syracuse University) is highly recommended.

Theatre (Minor)

The minor in theatre covers both aspects of production and performance (acting, design, directing) and the history and literature of the theatre. There are opportunities for performance and production both as a cocurricular activity and for credit. In addition to broadening a student's understanding of the field of theatre, a minor is also particularly useful to educators, lawyers, and anyone in the communication field.

Total credit hours required for minor: 21

Academic Requirements

- THE 115 - Introduction to Theatre (3)
- THE 136 - Elements of Acting (3)
- THE 333 - Production in the Theatre (3)

Four of the following courses

- UCC 377 - London Learning Experience (3)
- ENG 367 - Shakespearean Drama (3)
- ENG 375 - Literature of the Theatre (3)
- or
- THE 375 - Literature of the Theatre (3)
- THE 130 - Practicum in Theatre (1) *
- THE 300 - Select Topics: Theatre (1 to 3)
- THE 340 - Theatre Workshop (1) *
- THE 336 - Advanced Acting (3)

- THE 441 - Directing in the Theatre (3)
- THE 455 - Theatre History I (3)
- THE 456 - Theatre History II (3)

12 Credit Hours

Note:

*No more than 3 credits of THE 130 and THE 340 can count towards the minor.

Writing (Minor)

The minor in writing is designed to develop the student's proficiency in a variety of forms of written communication and is open to English and non-English majors. Although the minor does not purport to be a training program for professional writers, students will find the minor helpful in preparing for careers in business and the sciences since these require an ability to effectively use written language. Also, because writing skills increasingly are emphasized in English classes at all educational levels, students interested in teaching will find this minor particularly useful. Total credit hours required for minor: 15

Academic Requirements

- ENG 304 - Advanced Composition (3)
- ENG 311 - Modern English Grammar (3)

6 Credit Hours

Any three of the following courses

- ENG 315 - Writing in the Professions (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 374 - Forms and Art of Poetry (3)
- ENG 406 - Advanced Fiction Workshop (3)
- ENG 407 - Advanced Poetry Workshop (3)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 363 - Magazine Article Writing (3)

9 Credit Hours

Other Programs

Occupational Therapy (M.S.), Dual Degree Program with BS in Health Studies - Hegis Code 1299

Return to: Programs of Study
(*Bachelor of Science Degree*)

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.

Learning Objectives

Graduates will:

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary healthcare roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the lifespan to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.

Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(Courses designated by * in list below are included in Core.)

- AGE 101 - Introduction to Aging (3)
or
- BIO 214 - Biology of Aging (3)
or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3) *
- or
- SOC 151 - Introduction to Sociology (3) *

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 201 - Gross Anatomy (0, 4)
- BIO 202 - Neuroanatomy & Neurophysiology (0, 4)
- HLS 102 - Introduction to Interprofessional Education (1)

- HLS 245 - Human Development Across the Life Span (3)
or
- PSY 223 - Life Span Developmental Psychology (3)

- HLS 381 - Kinesiology (0,3)
- HLS 401 - Senior Seminar (3)
- OCT 561 - Professional Roles: Development (3)

- PHI 107 - Ethics (3) *
- or
- PHI 108 - Professional Ethics (3) *

- PSY 101 - Introduction to Psychology (3) *

Major Related Courses - Behavioral Sciences

- PSY 361 - Abnormal Psychology (3)
- HLS 309 - Medical Conditions and Implications (3)

Major Related Courses - Research Methods and Statistics

One from the following: 3-4 Credit Hours

- HLS 445 - Clinical Research (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- SOC 312 - Social Science Research Methods (3)

One from the following: 3 Credit Hours

- ECN 241 - Statistics (3) *
- MAT 112 - Basic Statistics (3) *
- PSY 211 - Statistics in the Behavioral Sciences (3) *
- SOC 211 - Statistics in the Behavioral Sciences (3) *

Major Electives

One Elective from the following:

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 444 - Fraud and Compliance Operations (3)
- CRJ Elective of your choice (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

- HLS 203 - American Sign Language I (3)
or
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 400 - Contemporary Topics in Health Care (1 to 3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

- HLS 547 - Narrative of Disability (3)
or
- ENG 547 - Narrative of Disability (3)

- PCL 375 - Death, Dying and Bereavement (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)

Note:

Students must complete up to 18 credit hours at the 300 level or above and may utilize 500 level courses towards the 300-400 level requirement during their senior year. For undergraduates 500-level courses are used toward the 120-credit hour undergraduate Health Studies degree, and never appear on a graduate transcript. These courses, are, therefore, considered undergraduate courses for these students, and can be counted toward the 18 credits at the 300-level or above. All 600-level courses are considered to be graduate courses only, and can NOT be used toward the above requirement.

Program Credits

Core	34-55 Credits
Major Course Requirements	44 Credits
Major Related Course Requirements	12-13 Credits
Major Electives	3 Credits
College Electives	5-27 Credits

Total Credit Hours Required For Degree 120 Credits

Physical Therapy (DPT), Dual Degree Program with BS in Health Studies - Hegis Code 1299

Return to: Programs of Study
(*Bachelor of Science Degree*)

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.

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."

In order to maintain one's status as a Health Studies Physical Therapy major, a cumulative GPA of 3.0 or better must be maintained. Students must earn a grade of B or better in each of the science courses. Students who fail to earn a grade of B or better in a required science course may repeat that course to earn a satisfactory grade. However, a student may repeat no more than two science courses and any science course may be repeated only once.

Should a student fail to meet these requirements, his/her major will change to Health Studies with no guarantee of

acceptance into the graduate DPT program. The student is welcome to re-apply at a later date if all admission requirements have been met. Please see Graduate catalog for additional information.

Learning Objectives

Graduates will:

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary healthcare roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the lifespan to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.

Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

See Core section of catalog.

Core: 34-55 Credit Hours

Major Course Requirements

(Courses designated by * in list below are included in Core.)

- AGE 101 - Introduction to Aging (3)
or
- BIO 214 - Biology of Aging (3)
or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3) *
- SOC 151 - Introduction to Sociology (3) *

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- CHE 211 - General Chemistry I (0,4)
- CHE 263 - Introduction to Organic & Biochemistry (0,4)
- HLS 102 - Introduction to Interprofessional Education (1)

- HLS 245 - Human Development Across the Life Span (3)
or
- PSY 223 - Life Span Developmental Psychology (3)

- HLS 401 - Senior Seminar (3)
or
- DPT 591 - Professional Development II (2)

- PHI 107 - Ethics (3) *
- **or**

- PHI 108 - Professional Ethics (3) *
- PHY 151 - General Physics I (0, 4)
- PHY 152 - General Physics II (0, 4)
- PSY 101 - Introduction to Psychology (3) *

Major Related Courses - Behavioral Sciences

- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 372 - The Counseling and Interviewing Process (3)
or
- PCL 374 - The Helping Relationship (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

Major Related Courses - Research Methods and Statistics

- DPT 595 - Evidence in Clinical Practice I (2)

One from the following: 3 Credit Hours

- ECN 241 - Statistics (3) *
- MAT 112 - Basic Statistics (3) *
- PSY 211 - Statistics in the Behavioral Sciences (3) *
- SOC 211 - Statistics in the Behavioral Sciences (3) *

Major Electives

One Elective from the following:

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- CRJ 232 - Economic Crime Theory (3)
- CRJ 334 - Economic Crime Investigation (3)
- CRJ 444 - Fraud and Compliance Operations (3)
- CRJ elective of your choice (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- HLS 203 - American Sign Language I (3)
or
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
 - HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
 - HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
 - HLS 313 - Physical Health & Wellness (3)
 - HLS 331 - Adapted Sports (3)
 - HLS 354 - Healthcare Topics in Media (3)
 - HLS 400 - Contemporary Topics in Health Care (1 to 3)
 - HLS 411 - Principles of Healthcare Reimbursement (3)
 - HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)
-
- HLS 547 - Narrative of Disability (3)
or
 - ENG 547 - Narrative of Disability (3)
-
- PCL 375 - Death, Dying and Bereavement (3)
 - RMI 273 - Introduction to Risk Management and Insurance (3)
 - RMI 415 - Employee Benefits (3)
 - RMI 483 - Risk Management (3)

Note:

Students must complete up to 18 credit hours at the 300 level or above and may utilize 500 level courses towards the 300-400 level requirement during their senior year. For undergraduates 500-level courses are used toward the 120-credit hour undergraduate Health Studies degree, and never appear on a graduate transcript. These courses, are, therefore, considered undergraduate courses for these students, and can be counted toward the 18 credits at the 300-level or above. All 600-level courses are considered to be graduate courses only, and can NOT be used toward the above requirement.

Program Credits

Core	34-55 Credits
Major Course Requirements	46 Credits
Major Related Course Requirements	14 Credits
Major Electives	3 Credits
College Electives	2-23 Credits

Total Credit Hours Required For Degree 120 Credits

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 to 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.

Attention: For classes offered each semester please visit the [Class Schedule](#).

Questions regarding specific class offerings should be directed to the associated school office.

Accounting

ACC 201 - Financial Accounting (3)

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

ACC 202 - Managerial Accounting (3)

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

ACC 301 - Intermediate Accounting I (3)

Accounting theory and financial statement disclosure requirements relating to current and long-lived assets. Compound interest concepts and their use. Prerequisite(s); if any: ACC 201

ACC 302 - Intermediate Accounting II (3)

Continuation of Accounting 301. Liabilities and equities accounting for income taxes, pensions, leases revenue recognition and statement of cash flows. Prerequisite(s); if any: ACC 301 and FIN 333.

ACC 303 - Cost Management (3)

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

ACC 304 - Income Tax Accounting (3)

Federal tax regulations and their application to the taxation of individuals. Prerequisite(s); if any: ACC 202.

ACC 307 - Accounting Information Systems (3)

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

ACC 343 - Income Tax Planning (3)

Cover strategies used by financial planners to help clients achieve greater tax efficiency. Topics include income tax concepts and calculations, income tax research methods, gross income realization, exclusions

and deductions, passive activities, alternative minimum tax, tax considerations of business forms, taxable and non-taxable property transactions, compensation planning, family tax planning, audit risk and dealing. Prerequisite(s); if any: ACC 201

ACC 401 - Auditing (3)

Study of audit standards and techniques in the conduct of an audit examination. Theory and practice of auditing is studied from both internal and external audit points of view. Prerequisite(s); if any: ACC 302 and ACC 307.

ACC 402 - Auditing Case Study (1)

Comprehensive audit case study including system of internal control, testing procedures, preparation of audit adjustment and audit report. Emphasis on computer as auditing tool. Prerequisite(s); if any: ACC 401.

ACC 403 - Accounting for Multinational Business (3)

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

ACC 404 - Public Sector Financial Management (3)

Public sector resource flows. Financial planning, budgeting, cost management, financial reporting, and financial statement analysis of governmental, health, educational, and not-for-profit organizations. Prerequisite(s); if any: ACC 202 and FIN 333.

ACC 405 - Accounting Problems (3)

Problems selected for value in furnishing a comprehensive review of accounting principles and practices taken from Certified Public Accounting examination of the American Institute of Certified Public Accountants. Prerequisite(s); if any: ACC 403.

ACC 406 - Forensic Accounting & Fraud Auditing (3)

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

ACC 491 - Current Topics in Accounting (1)

Update on current changes in pronouncements of the AICPA, FASB, SEC, and GASB and analysis of their effects on the contemporary accounting environment. Prerequisite(s); if any: Senior standing.

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: Must be enrolled in the MBA in Professional Accounting program or have the 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. 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.

Aging Studies

AGE 101 - Introduction to Aging (3)

Historical overview of aging in the United States; its influence on; the development of current social policies; and the impact of changing demographics on future social and economic policies.

AGE 214 - Biology of Aging (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Meets with BIO 214.

AGE 218 - Rural Elderly (3)

Overview of rural elderly: A study and comparison of issues affecting quality of life.

AGE 273 - Introduction to Aging Network- Community Placement (1 to 3)

Introduction to range of settings in the aging network. Each course focuses on a different setting. Includes in-class and field experience. May be repeated three times in different settings. Prerequisite(s); if any: Permission of Instructor required.

AGE 300 - Select Topics: Aging Studies (3)

Issues affecting older adults such as environmental accessibility, aging in special populations, and administration of services.

AGE 314 - Life Review (3)

History of life review in the study of aging. Students will read research literature regarding life review as a part of the aging process, read life reviews and conduct their own life review projects.

AGE 315 - Aging and Intellectual/Developmental Disabilities (3)

Discusses the intellectual/developmental disabilities (IDD) from a lifespan perspective and wellness approach. Includes discussion of risk factors and prevention options for older persons with IDD.

AGE 320 - Supportive & Senior Housing (3)

An introduction to senior housing. The history, segments of the continuing care system, services provide, and influential factors and financing are described. An ideal housing system and future trends are addressed.

AGE 400 - Select Topics: Aging Studies (3)

Exploration of aging issues through an individualized plan that integrates theory and practical experience.

AGE 411 - Aging and Mental Health (3)

Typical and abnormal emotional and intellectual changes in later life are addressed. Adjustment to disability and treatment (counseling and drugs) are discussed.

AGE 490 - Capstone Project (3)

Combine information and skills learned in regular courses, community placements, and other experiential learning with theory and direct this combined knowledge toward the completion of a substantial self-defined project. Prerequisite(s); if any: AGE 101 and AGE 214/BIO 214.

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.

Animal Behavior

ANB 420 - Short Course in Animal Behavior (1)

Examination of animal behavior not covered extensively in another course. The format could include lectures, discussions, laboratory exercises, field work, or any combination of these. Students may take up to three times for upper level animal behavior elective credits if topics differ. Students may subsequently take for unlimited free elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232 or Permission of Instructor.

ANB 450 - Senior Research (3)

Students conduct original research on a subject in animal behavior based on proposals generated in PSY 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, or PSY 312; Junior or Senior standing; and Permission of Instructor.

ANB 495 - Senior Seminar (3)

Critical analysis of current research by reading literature in the field of animal behavior to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

Anthropology

ANT 101 - Introduction to Anthropology (3)

Overview of anthropology, highlighting diversity and global scope of human experience, past and present. Biological anthropology, archaeology, linguistic and cultural anthropology.

ANT 205 - Human Beings in Evolutionary Perspective (3)

Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to

archaeology and physical anthropology as fields of study.

ANT 243 - Caribbean Peoples and Cultures (3 (D))

Course exposes students to past and present Caribbean peoples, cultures, and historical processes, including African, European, and indigenous contributions to Caribbean societies; plantation slavery; emancipated communities.

ANT 251 - Native American Culture and History (3)

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

ANT 257 - Introduction to Gender and Sexuality (3)

Examination of the major concepts and theories in social science studies of sex, gender, and sexuality, with a focus on anthropological approaches.

ANT 267 - Introduction to Archaeology (3)

History and current contexts of archaeology as a discipline and profession in the United States, and basic principles and methods of archaeological practice.

ANT 274 - Cultural Anthropology: Research and Writing (3)

Concentrated study of research methods and writing in ethnography and ethnology. Focuses on issues of ethics, rapport, knowledge production, and reflexivity through reading, research exercises, and research project design/presentation. Prerequisite(s); if any: ANT 101.

ANT 283 - Urban Anthropology (3)

Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

ANT 297 - Peoples and Cultures of the World (3)

Close examination of world cultures with a focus on economics, politics, gender, kinship, and religion. Prerequisite(s); if any: ANT 101

ANT 300 - Select Topics: Anthropology (1 to 3)

Topics in various aspects of Anthropology. Vary from year to year.

ANT 304 - Human Bones and Teeth (1)

Introduction to the human skeleton, teeth, and joints. Review of names and locations of all bones and teeth, joint types, and pathology using actual human remains and artificial models. Same as HLS 304.

Prerequisite(s); if any: ANT 101 or ENG 101 or HLS 102.

ANT 312 - Social Science Research Methods (3)

Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as SOC 312.

ANT 314 - Native American Languages (3)

Provides an overview of the indigenous languages of the Americas including their structure, classification, history, endangerment, revitalization, writing, and reflection of cultural features in expressions of animacy, respect, counting systems, kinship terms, possession, and vocabulary.

ANT 315 - Graveyard Archaeology (1)

Overview of cemetery archaeology in the US and around the world. Discussion of tombstones, mortuary artifacts, corpses, funerary rituals, and deviant burials including vampires and witches. Prerequisite(s); if any: ANT 101 or ENG 101

ANT 323 - Archaeology of North America and the Caribbean (3)

Explores archaeology of North America and Caribbean. Students understand peoples and cultures from first migrants to recent past; evidence of past American Indians, European settlers, enslaved and free African Americans; recent immigrant and indigenous cultures.

ANT 325 - CSI: Bones, Bodies, and Bugs (1)

Overview of crime scene investigation and evidence recovery techniques involving human bodies. Discussion of death scenes, body decomposition, analysis of human remains, and forensic entomology. Prerequisite(s); if any: ANT 101 or ENG 101

ANT 327 - Human Osteology (3)

Intensive introduction to the anatomy of the human skeleton, definition, and joints. Examination and identification of skeletal and dental morphology, joint types and functions, growth and development, and pathology using actual human remains and artificial models. Same as HLS 327. Prerequisite(s); if any: ANT 101 or BIO 101.

ANT 335 - 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 535.

ANT 345 - 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 545.

ANT 347 - 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 547.

ANT 351 - Language and Culture (3)

The Interrelation of culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problems of socio-linguistics and communication. Meets with ENG 351.

ANT 362 - Magic & Religion (3)

Religious and magical behavior across the globe. Emphasis on major religions, magic and religion in folk society; shamanism, witchcraft, sorcery, ritual, and taboo; myths of origin, world view, and values in cross-cultural perspective.

ANT 367 - Food and Culture (3)

An anthropological and cross-cultural analysis of food production, distribution, and consumption.

ANT 375 - Culture & Personality (3)

The individual in society, and the role of environmental, social, and cultural factors in the development of personality. Cross cultural use of projective and other type of psychological tests. The role of culture in perception, cognition, and mental illness.

ANT 400 - Select Topics: Anthropology (1 to 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. May be repeated with different topics. Prerequisite(s); if any: Instructor may determine reasonable prerequisites for the specific topic.

ANT 405 - Sociology & Anthropology Theory (3)

The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as SOC 405.

ANT 415 - Cultures, Health, & Healing (3)

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

ANT 423 - Senior Seminar (3)

The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as SOC 423. Prerequisite(s); if any: ANT 312/SOC 312.

ANT 427 - Contemporary Issues in Mexican Culture (3)

Examination of contemporary anthropological research on themes central to contemporary life in Mexico, including migration; drug trafficking and related violence; tourism; race and ethnicity; gender; and agriculture. Prerequisite(s); if any: ANT 251.

ANT 449 - Anthropology of Aging (3)

Aging in a variety of cultures. Cultural differences in beliefs and practices related to the aged. Critical evaluation of aging in industrial society and of cultural-bound theories of aging.

ANT 470 - Anthropology - Internship (1 to 6)

Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required.

Prerequisite(s); if any: SOC 151, SOC 312, and Permission of Instructor and division dean. Meets with SOC 470.

ANT 490 - 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.

ANT 500 - Contemporary Topics (3)

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.

Arabic

ARB 101 - Beginning Arabic I (3)

Pronunciation and aural comprehension, elementary grammar, oral and written practice, reading of simple prose, cultural overview. Language lab required.

ARB 102 - Beginning Arabic II (3)

Continuation of ARB 101 and develops further all skills, speaking, writing, and listening, to complete the novice proficiency level of Arabic.

ARB 201 - Intermediate Arabic I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: ARB 102 or equivalent.

Biology

BIO 101 - Anatomy & Physiology I (0, 4)

Structure and function of the human body, including cells, tissues, skin, and the skeletal, muscular, and nervous systems. May not be taken by biology majors except by special permission.

BIO 102 - Anatomy & Physiology II (0, 4)

A continuation of BIO 101 examining the structure and function of the human body including the endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive systems.

Prerequisite(s); if any: BIO 101.

BIO 103 - Basic Human Anatomy and Physiology (0, 5)

Examination of the major structures and functions of the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in humans. This course is intended for students in programs that require a one-semester anatomy and physiology course.

BIO 111 - Human Ecology (3)

The principles of ecosystem function covering such topics as energy flow, food chains, nutrition and nutrient cycling, populations, and communities. Knowledge of these principles will be applied to the human species and its role in ecosystems. (Lecture only.) Open to all majors, but may not count as a major elective for biology majors.

BIO 111L - Human Ecology Lab (1)

Scientific methodology and its applications for the non-science major. Biodiversity, symbiosis, evolution, population dynamics, genetics, energy, PH, and site visits. Corequisite(s): BIO 111.

BIO 112 - Human Sexuality (3)

Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology major. Same as PSY 207.

BIO 113 - Human Genetics (3)

Fundamental principles of human genetics and the social, medical, and moral issues raised by current research in such areas as race, behavior, intelligence, and genetic engineering. (Lecture only). Open to all majors, but may not count as a major elective for biology majors.

BIO 131 - Online Anatomy and Physiology I (0, 4)

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

BIO 132 - Online Anatomy and Physiology II (0, 4)

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

BIO 201 - Gross Anatomy (0, 4)

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

BIO 202 - Neuroanatomy & Neurophysiology (0, 4)

Study of the structures and function of the human nervous system as a basis for clinical treatment techniques. May not be taken by biology majors except by special permission. Prerequisite(s); if any: BIO 201 or Permission of Instructor.

BIO 203 - Microbiology (0, 4)

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

BIO 204 - Basic Microbiology for Health Care Professionals (0, 4)

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

BIO 205 - Human Nutrition (3)

Study of dietary factors required for human growth and health, underlying bases of these requirements,

and specific components available to meet these needs. Pre or Co-requisite(s): CHE 211 and BIO 102.

BIO 207 - Neurological Disorders (3)

Anatomical and physiological bases for selected neurological disorders, and evidence-based treatments. Prerequisite(s); if any: BIO 101 and BIO 102.

BIO 208 - Pharmacology & Pathophysiology (3)

Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physical assessment in clinical practice. Prerequisite(s); if any: BIO 101, BIO 102, CHE 211, or Permission of Instructor.

BIO 211 - General Biology I (0, 4)

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

BIO 212 - General Biology II (0, 4)

Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite(s); if any: BIO 211 or Permission of Instructor.

BIO 214 - Biology of Aging (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. Meets with AGE 214.

BIO 231 - Research Methods I (3)

Introduction to experimental design and analysis. Evaluate merit and content of primary literature, critique oral presentations by researchers, use computer spreadsheets and statistical software for data organization, graphical and written presentation, and data analysis. Corequisite(s): BIO 211 or BIO 212, or Permission of Instructor.

BIO 232 - Research Methods II (3)

Research design and presentation. Writing research papers using specific journal format and word processing software, graphical and oral presentation of research projects, writing letters of application and resumes, and critiquing oral presentations of researchers. Prerequisite(s); if any: BIO 231 or Permission of Instructor.

BIO 290 - Independent Study (1 to 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.

BIO 313 - Introduction to Paleobiology (0, 4)

Fossil invertebrates and some plants and vertebrates, including dinosaurs. Fossil record as a tool for stratigraphy, paleoecology, paleoenvironmental and paleoclimatological reconstructions, and understanding evolution and mass extinctions. Lectures, laboratory, field trips. Same as GOL 313. Prerequisite(s); if any: GOL 225 or GOL 226 or BIO 212 or Permission of Instructor.

BIO 321 - Genetics (0, 4)

This course focuses on the fundamental classical and modern mechanisms of inheritance and their consequences as viewed from the molecular, cellular, organismal, and population levels. Laboratories include exercises and experiments that explore classic and modern genetic techniques. Prerequisite(s); if any: BIO 211. Pre or Co-requisite(s): CHE 211.

BIO 322 - Developmental Biology (0, 4)

Students will learn the fundamental and modern concepts, principles, and mechanisms responsible for animal and plant growth and development from gametogenesis through organogenesis. These processes will be described and demonstrated using various model organisms and classical and modern experimental approaches both in lecture and in the laboratory. Laboratories include observational and experimental studies. Prerequisite(s); if any: BIO 212 and BIO 232.

BIO 323 - Ecology (0, 4)

We will study the interactions among organisms and the environment at multiple temporal and spatial scales, including individuals, populations, communities, and ecosystems, and biomes. The

laboratory will be devoted to field studies of local populations, communities, and ecosystems and to the development of basic skills in exploring, manipulating, and analyzing large ecological data sets. Prerequisite(s); if any: BIO 211 and BIO 212.

BIO 324 - Animal Physiology (0, 4)

The basic physiological principles of the neurological, endocrinological, muscular, cardiovascular, digestive, reproductive, and respiratory systems. Emphasis is given to the interrelationships of the physiological process among these systems through biofeedback control in maintaining homeostasis. Laboratory topics simultaneous with lecture. Prerequisite(s); if any: BIO 212, BIO 232 and CHE 212.

BIO 325 - Botany (0, 4)

We will investigate many aspects of biology from a botanical perspective, including plant anatomy and physiology, systematics, and ecology. We will also explore human uses of plants in agriculture, biotechnology, and medicine. Prerequisite(s); if any: BIO 212 and BIO 232.

BIO 327 - Cell Biology (0, 4)

Study of the cell as an organism. Organization and function of sub-cellular organelles and cellular interactions in tissues, emphasis on experimental methodology. Laboratory introduces methodology and instrumentation to investigate structure-function relationships in cellular structures. Prerequisite(s); if any: BIO 211, CHE 211 and CHE 212. CHE 212 can be taken concurrently.

BIO 329 - Evolution (3)

Modern evolutionary analysis of microevolution, macroevolution, molecular evolution, population genetics, and phylogeny reconstruction. Philosophy of science and experimental design are studied as they relate to evolutionary biology. Lecture Only. Prerequisite(s); if any: BIO 212.

BIO 336 - Histology (0, 4)

Microscopic anatomy of mammals, focusing on tissue morphology, development and organization in major organ systems. Structural aspects of differentiated tissues and related physiological function. Lecture and Laboratory. Prerequisite(s); if any: BIO 211 and BIO 212.

BIO 338 - 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, BIO 212 and a minimum GPA of 3.0 or Permission of Instructor.

BIO 338L - Animal Behavior Laboratory (1)

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

BIO 343 - 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. Prerequisite(s); if any: BIO 211 and BIO 212, or CHE 211 and CHE 212, or PHY 151 and PHY 152.

BIO 362 - Endocrinology (3)

Advanced study on the functional interrelationships of the endocrine system within biological organisms. Emphasis on the endocrine system's response to external and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite(s); if any: BIO 324 or Permission of Instructor.

BIO 363 - Biochemistry (3)

Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as CHE 363. Prerequisite(s); if any: CHE 331 and CHE 332.

BIO 390 - Independent Study (1 to 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.

BIO 400 - Contemporary Biological Research (1)

Various topics, based on research presented by guest lecturers, including those from the ASA Gray Seminars. Requires reading and discussion of the current literature presented in these talks. May be

repeated once for credit. Prerequisite(s); if any: BIO 232 or Permission of the Instructor.

BIO 420 - Short Course in Biology (1)

Examination of biology not covered extensively in another course. The format could include lectures, discussions, laboratory exercises, field work, or any combination of these. Students may take up to three times for upper-level biology elective credits if topics differ. Students may subsequently take for unlimited free elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232, or Permission of Instructor.

BIO 423 - Freshwater Biology (0, 4)

Inland freshwater habitats covering physical, chemical, and biological interrelationships. Sampling and identification of microscopic and macroscopic biota; energy cycling; morphometry; measurement and analysis of light; temperature, dissolved ions and gases. Laboratory and field work. Prerequisite(s); if any: BIO 211, BIO 212, CHE 211, CHE 212, BIO 323 or Permission of Instructor.

BIO 428 - Zoo Animal Behavior and Husbandry (3)

Principles of animal behavior in a zoo setting. Includes learning modern zoo techniques for observing, caring for animals, and developing enriched environments to enhance normal behavior of zoo animals, and training of zoo animals. Prerequisite(s); if any: BIO 338 and BIO 338L. Corequisite(s): BIO 428L.

BIO 428L - Lab for Zoo Animal Behavior and Husbandry (1)

Lab for Zoo Animal Behavior and Husbandry. Corequisite(s): BIO 428.

BIO 432 - Principles of Microbiology (0, 4)

Survey of microbial groups including bacteria, viruses, fungi, protists, and some invertebrate parasites. Bacterial structure, physiology, genetics, infection and disease, and immune response. Laboratory experience in isolation, culturing, morphological and biochemical characterization and identification; chemical and physical control of microbial growth. Prerequisite(s); if any: BIO 211 and CHE 211 and CHE 212.

BIO 436 - Biology of Vertebrates (0, 4)

Vertebrate animals from an evolutionary perspective. Laboratory emphasizes comparative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite(s); if any: BIO 212.

BIO 437 - Biology of Invertebrates (0, 4)

Survey of invertebrate animals from an evolutionary perspective, including the ecology of behavior, anatomy, and evolutionary relationships of major groups. Laboratory emphasizes comparative study of form and function of representative species. Prerequisite(s); if any: BIO 212.

BIO 438 - Conservation Biology (3)

Biodiversity and conservation of species and habitats including quantification of biodiversity; human-accelerated threats to biodiversity and various solutions to these threats; and the social, economic, and political dimensions of the conservation of biodiversity. Prerequisite(s); if any: BIO 212.

BIO 450 - Senior Research (3)

Students conduct original research on a subject in biology in consultation with a faculty mentor in the Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, junior or senior standing, and permission of department.

BIO 453 - Molecular Biology (0,4)

This course focuses on how nucleic acids (DNA and RNA) interact with proteins to regulate a variety of cellular processes. Emphasis will be placed on the molecular mechanisms of DNA replication, mutation and repair, transcription, protein synthesis, gene regulation, RNA biology, epigenetics, and genomics in eukaryotes and prokaryotes. Topics in modern molecular biology and applications of techniques in a variety of fields ranging from medicine to agriculture will be integrated into the course. Laboratories employ techniques in modern recombinant DNA technology and its applications. Prerequisite(s); if any: BIO 321 or Permission of Instructor.

BIO 454 - Immunology (3)

Advanced study of the immune system in animals. Emphasis on immunochemistry, cellular immunity, immunopathology, and role of immune system in transplantation, cancer, and AIDS. Prerequisite(s); if any: BIO 327 or Permission of Instructor.

BIO 455 - Virology (3)

Biology of bacterial, plant and animal viruses. Virus structure, infective and replicative cycles, virus-host interactions. Role of viruses in infectious disease and cancer. Viruses as vehicles in biotechnology and gene therapy.

BIO 463 - Neuropharmacology (3)

Biological basis of how pharmaceutical drugs interact with the central nervous system and alter behavior. Examines cellular mechanisms of disease and interactions between cells and drugs, especially those treating diseases and influencing human behavior. Prerequisite(s); if any: BIO 343.

BIO 464 - Sensory Biology (3)

Examination of sensory systems including: how environmental stimuli are transduced by various sensory systems, how information is encoded, and how the brain processes and analyzes incoming information. Prerequisite(s); if any: BIO 101 and BIO 102, or BIO 324.

BIO 470 - Practicum in Biology (3)

Applied experience in a specific field of study. Interns will work with or shadow a professional in an applied area of biology, prepare a manuscript and oral presentation describing the experience. Prerequisite(s); if any: 25 credits in Biology.

BIO 489 - Honors Tutorial (3)

Open to students in the Utica College Honors Program. Original laboratory or theoretical research with a faculty member. May meet as Biology 450 or as Biology 495. Prerequisite(s); if any: BIO 211 and Senior standing.

BIO 490 - Independent Study (1 to 3)

Individually supervised research and study.

BIO 495 - Senior Seminar (3)

Critical analysis of research literature and integration of diverse disciplines to foster a more comprehensive understanding of issues in the biological sciences. Prerequisite(s); if any: 25 credits of Biology coursework.

BIO 496 - Biology Major Field Test (0)

Students must satisfactorily complete the Biology Major Field Test on a designated date during the semester of graduation (pass/fail). Prerequisite(s); if any: Senior in semester of graduation and Permission of instructor.

BIO 499 - Honors Tutorial (3)

Open to Students in the Utica College Honors Program. Original; laboratory or theoretical research with a faculty member. May meet as Biology 450 or as Biology 495. Prerequisite(s); if any: BIO 211 and Senior standing.

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. Same as BIO 338. Prerequisite(s); if any: BIO 211 BIO 212 and a minimum GPA of 3.0 or Permission of Instructor.

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 BIO 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 BIO 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.

NEU 420 - Short Course in Neuroscience (1)

Examination of neuroscience not covered extensively in another course. The format could include lectures, discussions, laboratory exercises, field work, or any combination of these. Students may take up to three times for upper-level neuroscience elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232 or Permission of Instructor.

NEU 450 - Senior Research (3)

Students conduct original research on a subject in neuroscience based on proposals generated in Psychology 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, or PSY 312; junior or senior standing; and Permission of Instructor.

NEU 495 - Senior Seminar (3)

Critical analysis of current research by reading literature in the field of neuroscience to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

NTR 303 - Food Service and Nutrition Service Management and Policy (3)

This course is an overview of the management practices utilized to direct, operate and control food services. Students will gain an understanding of volume food production and service through a series of problem-based learning activities designed to learn the relationship between quality food production and public policy. Through an emphasis on group work, practical case studies, and an applied field practicum, students will become familiar with the techniques food service managers utilize to control human and financial resources required for the operation of a successful foodservice. Prerequisite(s); if any: BIO 205.

NTR 304 - Lifespan Nutrition and Diet Modification (3)

An advanced course that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood and elders. The content will address the most common nutritional concerns, their relationship to food choices and health status and strategies to enhance wellbeing at each stage of the lifecycle. Diet modification to meet particular nutritional needs will be covered. Prerequisite(s); if any: BIO 205

NTR 307 - Health Care Systems and Policy (3)

This course will provide insight into important sectors of the United States' health care industry such as health care delivery, quality of care, service reimbursement, and service access. Challenges of policy making will be part of the curriculum. Prerequisite(s); if any: BIO 205.

NTR 324 - Medical Nutrition Therapy and Counseling (3)

Students will learn the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring, counseling, and evaluation. Using these skills, student will apply nutrition principles in the dietary treatment of certain organic, functional, and metabolic diseases. Prerequisite(s); if any: BIO 205.

NTR 403 - Nutritional Biochemistry (3)

This course will focus on the fundamental principles of digestion, absorption, transport of macromolecules and nutrients and on the major pathways and regulation of nutrient metabolism. Students will also analyze current literature in nutritional biochemistry to learn research methodology in the field. Prerequisite(s); if any: BIO 211 and CHE 211.

NTR 404 - Advanced Medical Nutrition Therapy and Counseling (3)

Students will learn the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. Using these skills, students will apply nutrition principles in the dietary treatment of certain organic, functional, and metabolic diseases. Prerequisite(s); if any: BIO 205.

NTR 434 - Food Production & Human Health (3)

The course will cover the basics of the biology of food, learning what makes whole foods nutritious. We will then explore the many ways in which food is produced and transported to consumers, and the local to global consequences of these various production models on both human and environmental health. Students will also critically analyze a portion of the scientific literature related to food and nutrition. Prerequisite(s); if any: BIO 232 or ANT 312.

NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)

Supervised independent research at approved facilities. Students should consider a two-semester commitment as recommended. Applications must be submitted the semester prior to starting date. This course may be repeated once for credit. Prerequisite(s); if any: Instructor approval required.

NTR 453 - Nutrition Capstone

Experience: Study Abroad in Nutrition (3)

This course offers students the opportunity to use the knowledge acquired throughout the nutrition major to explore specific goals and interests in a unique way. Specific areas could include global nutrition issues, food sanitation and safety, food policy, public health, or food supply sustainability. May be repeated once for credit. Prerequisite(s); if any: Instructor approval required.

NTR 491 - Professional Experience: Internship I (12)

Students will develop and practice both knowledge and skills at the entry-level for a dietetics professional under the supervision of a qualified professional. Prerequisite(s); if any: Instructor approval required.

NTR 492 - Professional Experience: Internship II (12)

Students will develop and practice both knowledge and skills at the entry-level for a dietetics professional under the supervision of a qualified professional. Prerequisite(s); if any: Instructor approval required.

NTR 495 - Nutrition Capstone

Experience: Senior Seminar in Nutrition (3)

Students will critically analyze primary literature and integrate diverse disciplines to foster a more comprehensive understanding of issues in nutrition. Prerequisite(s); if any: Instructor approval required.

PSB 450 - Senior Research (3)

Students conduct original research on a subject spanning the disciplines of psychology and biology based on proposals generated in PSY 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231 and BIO 232, or PSY 312; Junior or Senior standing; and Permission of Instructor.

PSB 495 - Senior Seminar (3)

Critical analysis of current research literature and integration of diverse sub-disciplines in the field of psychobiology to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

Business Administration

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..

Business Law

BUL 301 - The Legal Environment of Business (3)

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

Chemistry

CHE 103 - Chemistry and Society (3)

Study of the chemical principles necessary to understand examples drawn from students' daily experiences and current news items such as nuclear power, plastics, food, genetic technology, ozone depletion, acid precipitation, greenhouse effect, drugs, cosmetics, poisons, household chemicals. Lecture/discussion/demonstration. Model building with kits supplied.

CHE 105 - Chemistry of Everyday Things (0,4)

Study of the chemistry behind everyday items, such as food, drugs, cosmetics, and plastics, through exploration using a lecture and laboratory setting.

CHE 118 - Chemistry for Nursing Professionals (0, 4)

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

CHE 211 - General Chemistry I (0,4)

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

CHE 212 - General Chemistry II (0,4)

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

CHE 213 - Introduction to Chemical Research Methods (3)

How chemists perform and communicate research. Experimental design, chemical analysis, use of chemical literature, use of chemical data. Communication methods including writing in ACS style, graphing and importing of graphs, written and oral presentations. Prerequisite(s); if any: CHE 211. Corequisite(s): CHE 212.

CHE 263 - Introduction to Organic & Biochemistry (0,4)

Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Does not count toward the major in biology, chemistry or physics. Prerequisite(s); if any: CHE 211.

CHE 323 - Quantitative Analysis (0,5)

Fundamental and modern chemical analysis. Laboratory applications and interpretations of analytical data. Gravimetry, titrimetry, optical, and electroanalytical methods. Lecture, discussion, problem solving. Six hours of laboratory per week. Prerequisite(s); if any: CHE 212.

CHE 331 - Organic Chemistry I (0,4)

Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite(s); if any: CHE 212.

CHE 332 - Organic Chemistry II (0,4)

Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite(s); if any: CHE 212.

CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)

Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as PHY 345. Prerequisite(s); if any: CHE 212, MAT 202 and one year of college physics.

CHE 346 - Physical Chemistry II: Structure (3)

Quantum chemistry, spectroscopy, kinetic theory, Maxwell-Boltzmann statistics. Prerequisite(s); if any: MAT 202 and one year of college physics.

CHE 346L - Physical Chemistry Laboratory (1)

Laboratory work in thermodynamics, kinetics, spectroscopy, and molecular modeling to accompany CHE 346. Prerequisite(s); if any: One year of physics, CHE 332 and CHE 345 preferred. Corequisite(s): CHE 346

CHE 350 - Research Methods (1 to 3)

Chemical and biochemical research under the direction of a faculty member. Each student and her or his research adviser must submit a proposal to the department for approval prior to enrollment. Students must submit a research summary to the department at the end of the semester and present an oral report to a session of CHE 400.

CHE 363 - Biochemistry (3)

Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as BIO 363. Prerequisite(s); if any: CHE 331 and CHE 332.

CHE 363L - Biochemistry Laboratory (1)

Biochemistry laboratory techniques: isolation and purification of biomacromolecules, characterization and measurement of proteins, enzymes, carbohydrates, lipids, and other compounds. Historical and contemporary methods of biochemical analysis.

CHE 390 - Independent Study (1 to 3)

Directed studies in specialized areas of chemistry. Each student and her or his research adviser must

submit a proposal to the department for approval prior to enrollment. Students must submit a written report to the department at the end of the semester and present an oral report to a session of CHE 400.

CHE 400 - Select Topics: Chemistry (1 to 3)

Advanced physical, organic, inorganic, medicinal, and/or biochemistry; review of current chemical and biochemical literature; detailed examination of advanced chemical research areas. May be repeated for credit as long as the topic is different.

Prerequisite(s); if any: Permission of Instructor.

CHE 400L - Select Topics: Laboratory Chemistry (1,2)

Advanced Analytical Laboratory Experiments in physical, organic, inorganic computational, and/or biochemistry. May be repeated for credit as many times as desired as long as the topic is different.

Prerequisite(s); if any: Permission of Instructor.

CHE 403 - Chemistry of Cooking (3)

This course explores the science behind the cooking, using chemical principles to describe and explain food preparation and transformation. Prerequisite(s); if any: CHE 331.

CHE 405 - Environmental Chemistry (3)

Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment. Prerequisite(s); if any: CHE 332.

CHE 423 - Instrumental Methods (0,5)

Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week.

Prerequisite(s); if any: CHE 323 and CHE 345. (CHE 345 may be taken concurrently).

CHE 433 - Advanced Organic Chemistry (3)

Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite(s); if any: CHE 332

CHE 433L - Advanced Organic Chemistry Laboratory (1)

Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite(s): CHE 433

CHE 463 - Biochemistry II (3)

Biological Membranes and Transport, Biosignaling, Metabolic Regulation, Urea Cycle, Biosynthesis of Amino Acids, Lipid Biosynthesis, Oxidative and Photophosphorylation, Integration of Metabolism. Prerequisite(s); if any: BIO 363/CHE 363.

CHE 473 - Inorganic Chemistry (0,4)

Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory, ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization.

Prerequisite(s); if any: CHE 345 (may be taken concurrently).

CHE 489 - Honors Tutorial (3)

Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 495 - Senior Seminar (1)

Safety and environmental issues; professional expectations and ethics; employment and career opportunities; graduate school; current directions in chemical and biochemical literature; and student research. No more than two credit hours may be applied toward the Chemistry major. May not be used toward the minor in Chemistry. Prerequisite(s); if any: 16 hours of Chemistry and Junior or Senior standing or Instructor Approval.

CHE 499 - Honors Tutorial (3)

Open to students in the Utica College Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

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.

Chinese

CHI 101 - Beginning Chinese I (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

CHI 102 - Beginning Chinese II (3)

Continuation of CHI 101. Prerequisite(s); if any: CHI 101 or equivalent.

Communication Arts

CMM 101 - Interpersonal Communication (3)

This course is designed to enable a student to become a better communicator by developing a more sophisticated understanding of the communication process and the opportunities and challenges it presents. We will explore how the style and content of communication influences personal identity, relationships, and goal achievement. The ultimate objective is to enable the student to optimize his/her strategic communication competencies in order to be better prepared to identify and solve personal, relational, and organizational problems.

CMM 103 - Introduction to Public Speaking (3)

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

CMM 226 - Introduction to Media Criticism (3)

While it is important to be knowledgeable about the various channels of media, it is just as valuable for students to understand the potential sociological and psychological impact the media has on the mass population. Introducing students to a variety of analytic methods will encourage students to think critically about the media. Basic semiotic, postmodern, psychoanalytical, Marxist, and feminist ideological methods will be applied to develop a cultured perspective of the media encoding process. Students will not only enhance their media literacy, but also become competent critical thinkers who are able to conduct research of the media and texts.

CMM 325 - Intercultural Communication (3)

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

CMM 481 - Senior Seminar (3)

The field of communication is so varied that it is important for students to prepare for graduation with a capstone experience that enables them to reflect on what they have learned and where that learning is going to take them in the future. Senior Seminar brings communication students with many interests together to talk about why they chose to study communication and what they plan to do with their degrees. Different areas of the field and various career options will be explored. Students will also develop a resume and a plan for finding a rewarding career.

COM 130 - WPNR Practicum (1)

Participation on the staff of the campus radio station WPNR (90.7). Weekly class meeting required. Open to all majors. May be taken four times for credit.

COM 261 - Broadcasting and the Public Interest (3)

Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society.

COM 300 - Topics in Communication Arts (3)

Application of concepts and skills of communication arts to specific situations, such as gender or non-verbal communication. May be repeated once provided the topic is not the same.

COM 301 - Advanced Interpersonal Communication (3)

Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite(s); if any: CMM 101.

COM 303 - Public Speaking II (3)

Advanced performance course focusing on ability to research, prepare, and deliver expository speeches. Applies basic principles of public speaking to situations which will confront the business or Public Relations & Journalism person as well as the other individuals with public contact. Prerequisite(s); if any: CMM 103.

COM 305 - Group Problem Solving and Decision Making (3)

Study of group problem-solving processes, the nature of individual and group reflective thinking; techniques of definition, research, and analysis; the nature of evidence; evaluation of effectiveness in discussion. Prerequisite(s); if any: CMM 101 or CMM 103.

COM 310 - The Motion Picture (0,1)

Informal exposure to independent, foreign language, experimental and classic motion pictures. Weekly attendance at Thursday evening film series required. May be taken three times for credit. Same as FLM 310.

COM 313 - Oral Interpretation of Literature (3)

Development of intellectual and emotional responsiveness to various forms of literature designed

to increase students' expressive, critical and analytical abilities. Prerequisite(s); if any: CMM 103.

COM 337 - Health Communication (3)

Role of human communication in various aspects of health care, including patient/caregiver relationships, cultural influences, media coverage, and political, legal, and economic implications. Prerequisite(s); if any: CMM 101 or CMM 103.

COM 341 - Organizational Communication (3)

Human communication in the modern organization (government and industry): the communication process, communication skills useful to the individual in the organization, ways and means of analyzing the organization's communications system, and ways and means of achieving higher levels of efficiency and effectiveness in this system.

COM 365 - Writing and Announcing for Radio/Television (3)

Introduction to radio and television as media for the writer; study of skills required for announcer and performer. Students prepare material for commercial and public service and practice delivery in the campus radio studio.

COM 368 - Broadcast News and Society (3)

Critical examination of mode, structure, discourse, and practices of broadcast news. Role of broadcast news in democracy.

COM 375 - Introduction to Radio Production (3)

Fundamentals of radio production. Training in the creative use of studio and control room equipment. Construction of programs. Emphasis on local station production practices.

COM 385 - Political Communication (3)

The role of communication in all phases of politics: political socialization; public opinion and polling; electoral campaigns; social movements; congressional and judicial processes; role of the news and entertainment media; impact of new technologies.

COM 403 - Argumentation (3)

Types, forms, construction, and criticism of argument. Theories of and approaches to study of argumentation and debate. Prerequisite(s); if any: CMM 103.

COM 411 - Communication Theory (3)

Theories of human communication including definitions, functions, and levels. The role of communication in the development of the individual.

COM 426 - Theories of Visual Communication (3)

Theories, analysis, and criticism of visual communication in film, comics, photography, advertising, and other media.

COM 461 - Rhetorical Theory and Criticism (3)

History and theories of rhetoric. Understanding what rhetoric is and how rhetorical criticism helps analyze and evaluate society. Prerequisite(s); if any: CMM 101 or CMM 103.

COM 466 - Community Organizing (3)

Theories and principles of organizing communities to combat apathy and build power for positive social change.

COM 470 - Communication - Internship (1 to 6)

On-site experience in an organizational setting (governmental, corporate, service, broadcast). Focus on applying and developing skills. Student and teacher determine specific learning objectives and solicit sponsoring organization. Prerequisite(s); if any: Permission of Instructor.

COM 490 - Independent Study (1 to 3)

COM 490 Independent Study (3) IR

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.

Computer Science

CSC 101 - Computer Science I (0,3)

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

CSC 102 - Computer Science II (0,3)

Continuation of Computer Science 101. Introduction to pointers, linked lists, stacks, queues, and trees. Introduction to sorting and searching algorithms. Lecture and laboratory. Prerequisite(s); if any: CSC 101.

CSC 116 - Introduction to Interactive Media and Game Development (2)

Introduction to software development and computational thinking by learning how to plan, design, implement and test multimedia applications, interactive stories, simulations, interactive art and computer games.

CSC 117 - Microcomputers and Application Software (3)

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

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

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

CSC 201 - Discrete Mathematics (4)

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

CSC 206 - Cybersecurity Scripting (3)

This course presents the student with an understanding of information security programming and script

writing utilizing Python and other scripting languages.
Prerequisite(s); if any: Permission of Instructor.

CSC 207 - Linux for Security and Forensics (3)

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

CSC 217 - Computer Programming for Business Applications (3)

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

CSC 225 - Introduction to the UNIX Operating System (0,3)

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

CSC 300 - Topics in Computer Science (1 to 3)

Current topics in the development of new hardware and software technology. May be repeated twice for credit in different topic areas.

CSC 301 - Foundations of Computing (3)

Continuation of CSC 201. Set algebra, permutations, combinations, relations, functions, languages, and finite state machines. Prerequisite(s); if any: CSC 201.

CSC 303 - Computer Organization & Programming (4)

Digital logic, micro-programming, machine and assembly language programming. Boolean logic and its relationship to actual circuits such as adders, multiplexers, demultiplexers, shifters, and flip-flops. Hypothetical computer is used to illustrate microprograms/interpreters. Lecture and Laboratory. Prerequisite(s); if any: CSC 101 and CSC 201.

CSC 316 - Object-Oriented Programming (3)

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

CSC 322 - Data Structures and Algorithms (3)

The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. May be taken concurrently with CSC 301. Prerequisite(s); if any: CSC 102 and CSC 301.

CSC 323 - Introduction to Networks (3)

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

CSC 325 - Programming Languages (3)

A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisite(s); if any: CSC 102.

CSC 338 - Applied Cryptography (3)

Overview of the basic aspects of cryptographic techniques and real-world applications. Topics to be covered in the course include: symmetric cryptography, public key cryptography, file hashing, digital signatures, and steganography. Prerequisite(s); if any: CRJ 101 or CYB 333.

CSC 343 - Database Systems (4)

Design, implementation, and management of database systems with an emphasis on practical applications. Prerequisite(s); if any: CSC 102 and CSC 201.

CSC 390 - Independent Study (1 to 3)

Advanced concepts in computer science. Individual independent study based on a plan of study submitted by the student and approved by the instructor and the school dean. An appropriate major project will be expected to be completed.

CSC 407 - Linux System Administration (4)

An in-depth and fully hands-on course that enhances the students' understanding of Linux system administration, network service integration, and security. Prerequisite(s); if any: CSC 101 and CSC 323

CSC 411 - Artificial Intelligence (3)

Introduction to the field of artificial intelligence. Topics chosen from symbolic pattern matching, goal reduction, constraint propagation, problem solving, search techniques, knowledge representation, language understanding, rule based systems, and neural networks. Corequisite(s): CSC 322.

CSC 425 - Operating System Concepts (3)

Principles of operating systems including: evolution to the present; concerns for the future; multiprogramming and the problems associated with it (memory management, CPU scheduling, protection, deadlock handling); file systems; virtual memory techniques; and disk scheduling. Prerequisite(s); if any: CSC 303.

CSC 432 - Computer and Network Security (4)

Fundamentals of securing computers and networks. Includes security objectives, threats, vulnerabilities, types of attacks, authentication methods, access control methods, encryption, intrusion detection, VPNs, firewalls and security as it relates to the WWW. Prerequisite(s); if any: CSC 101, CYB 333 and CSC 323. Senior standing or Permission of Instructor.

CSC 433 - Software Engineering (0,3)

Theory and practice of development of large software systems. Concepts, tools, and techniques used for project definition through implementation and maintenance. Development team approach emphasized. Prerequisite(s); if any: CSC 322.

Construction Management

CMG 103 - Introduction to Construction Management (3)

The construction industry, its historical background, the built environment, and industry professionals. Construction culture, themes and trends. Innovation in materials, methodology, and building techniques. Needs, function, and wants that dictate why and how buildings are erected. Corequisite(s): CMG 104.

CMG 104 - Plan Reading and Quantity Takeoff (3)

Reading and comprehending construction drawings. Building systems, applications, components, design

techniques, and methodology of building. Quantity takeoffs of various construction components. Students will quantify all the materials for the building structure, surrounding area, and utilities. Corequisite(s): CMG 103.

CMG 117 - Construction Graphics and Applications (3)

Application of word processing, spread sheet, and presentation software. AutoCAD software in a mechanical and architectural environment. Presentations to faculty and industry personnel. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 221 - Methods and Materials I (3)

Methods and materials used in vertical construction. Comprehensive analysis of materials, design, and specifications, installation methods, testing and inspection, and appropriate construction methodology for application. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 222 - Methods and Materials II (3)

Advanced methods and materials, focusing on horizontal construction materials, testing procedures, material properties, design, specification, and installation methods using certified standards and guidelines. Prerequisite(s); if any: CMG 221 and MAT 124.

CMG 225 - Documents and Specifications (3)

Comprehensive overview of construction contracts and legal principles and practices used. Construction law and dispute resolution. Contract clauses, exemptions, liabilities, documentation and records. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 233 - Surveying (3)

Surveying techniques used in construction; introduction to geometrics. Students will develop the theory and practical application of equipment and methodology to perform a site survey. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 331 - Estimating I (3)

Construction estimating fundamentals, defining and developing conceptual estimates, square foot estimates, unit price estimates and productivity assignments. Spreadsheets with materials, labor, and equipment needed for project costing and work packages associated with each CSI division. Prerequisite(s); if any: CMG 222.

CMG 332 - Estimating II (3)

Bid strategies based on detailed cost estimating techniques. Work packages for CSI divisions and work breakdown structures. Cost coding and detailed approaches to value engineering. Balanced and unbalanced. Use of specific estimating software. Prerequisite(s); if any: CMG 331

CMG 336 - Mechanical and Electrical Systems (3)

Primary mechanical and electrical equipment and systems. Selecting and sizing various systems. Plumbing, heating, ventilating, air conditioning, water supply, fire protection and sanitary sewage systems. Basic principles of residential and commercial electricity and illumination. Prerequisite(s); if any: CMG 222 and PHY 151.

CMG 337 - Statics and Strengths of Materials (3)

Comprehensive and quantitative analysis of statics and strengths of materials used in the construction industry. Loadings, forces, action and reactions placed on materials in the building process. Prerequisite(s); if any: MAT 151, PHY 151.

CMG 345 - Site Planning and Equipment (3)

Horizontal construction. Cost principles associated with owning and operating heavy equipment. Productivity, equipment selection, and sizing equipment as essential parts of costing heavy civil operations. Prerequisite(s); if any: CMG 222.

CMG 417 - REVIT for Construction Managers (3)

In-depth review of Building Information modeling (BIM) and the use of Revit in the construction management practice. Review of scheduling, data synthesis, data export, clash detection and coordination using a BIM model. Prerequisite(s); if any: CMG 117.

CMG 423 - Construction Finance (3)

Financial aspects of construction industry. Financial statements, budgets, cash flow, earned value, and cost coding. Topical area includes cost accounting, industry practice, forecasting, and ration analysis. Economic indicators and the effects on the construction industry. Prerequisite(s); if any: ACC 201.

CMG 436 - Temporary Structures (3)

Analysis and design of structural supports, formwork, retaining walls, and cofferdams; their use in the construction industry. Concrete, steel, heavy timber, and masonry design and load calculations for temporary and permanent field applications. Prerequisite(s); if any: CMG 337.

CMG 437 - Planning and Scheduling (3)

Theories and applications of the planning and scheduling processes, analysis of cost, and sequencing of operations necessary to complete a project on time and within budget. Use of construction estimating and construction scheduling software. Prerequisite(s); if any: CMG 332.

CMG 447 - Project Management and Safety (3)

Administration and management theory, function, and documentation applied to the construction process through practical application of leadership, ethics, organization and staffing. Laboratory exercises in safety procedures, equipment, and OSHA requirements for construction. Prerequisite(s); if any: CMG 332.

CMG 465 - Experiential Learning (0)

The student must complete minimum of 480 contact hours of experiential learning under the direction of an industry sponsor as specified in the Construction Management Internship Resource Manual.

CMG 470 - Internship - Construction Management (3)

Experiential learning under the direction of an industry sponsor, meeting all course requirements and guided course study by career services and the internship program. A minimum of 240 hours is required. Prerequisite(s); if any: Permission of Internship Coordinator.

CMG 475 - Senior Seminar (3)

Students develop the project and prepare a formal presentation to industry professionals guided by faculty advisors. Focus on construction management theory and critical thinking techniques to resolve issues in the project development process. Prerequisite(s); if any: CMG 437 and senior status.

CMG 476 - Construction Management practices in the eastern European Union - Seminar (3)

A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

CMG 476L - Construction Management practices in the eastern European Union - Practicum (0)

A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

Criminal Justice

CRJ 101 - Seminar in Justice Studies (1)

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

CRJ 103 - Introduction to Criminal Justice (3)

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

CRJ 208 - Ethics in Criminal Justice (3)

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

CRJ 212 - Policing Theory and Practice (3)

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

CRJ 218 - Local Crime Lore (1)

Case-study investigation of local high profile criminal cases. Involves online assignments and discussions, readings, and a technology-based final project. May be repeated for up to 3 credits with different readings.

CRJ 221 - Issues in Juvenile Justice (3)

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

CRJ 222 - Criminal Justice Communications (3)

Research, writing, oral, and visual communication skills related to criminal justice. Review of ethics, professionalism, and critical thinking involved in the criminal justice communication process.

Prerequisite(s); if any: CRJ 103.

CRJ 224 - Corrections Theory and Practice (3)

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

CRJ 232 - Economic Crime Theory (3)

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

CRJ 235 - Courts Theory and Practice (3)

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

CRJ 250 - Community Corrections and Sentencing Alternatives (3)

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

CRJ 263 - APA Style (1)

Social science writing, including manuscript organization and content, grammar and writing mechanics, referencing and citation, avoiding plagiarism, and proper submission. Prerequisite(s); if any: ENG 102.

CRJ 265 - Writing with Evidence (1)

Value of evidence in scientific writings. When and how to quote, paraphrase, or summarize information from different types of sources. Proper in-text citations and other ways to avoid plagiarism. Prerequisite(s); if any: ENG 102.

CRJ 267 - Editing (1)

Role of editing in the writing process. Common writing problems (punctuation, noun-pronoun agreement, wrong word, wordy sentences) and ways to correct them. Effective titles and headings. Prerequisite(s); if any: ENG 102.

CRJ 275 - Meth Labs and Laws (3)

Interdisciplinary approach. Pharmacological bases for meth lab legislation; structure and organization of the meth market; how meth labs/laws fit into the broader US 'war on drugs'; and the consequences of meth labs and laws.

CRJ 300 - Select Topics: Criminal Justice (1 to 3)

Consideration of one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit.

CRJ 303 - Policing Communities (3)

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

CRJ 305 - Terrorism (3)

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

CRJ 307 - Homeland Security and Counter Terrorism (3)

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

CRJ 311 - Emergency Management (3)

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

System, and the National Incident Management System.

CRJ 313 - Corruption and Organized Crime (3)

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

CRJ 314 - Modern Techniques in Crime Investigation (3)

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

CRJ 316 - Crime & Justice in Literature (1)

How crime, criminals, and the criminal justice system are represented in major literary works from countries around the world. May be repeated for up to 3 credits with different readings. Prerequisite(s); if any: CRJ 103 or SOC 274.

CRJ 321 - White-collar Criminology (3)

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

CRJ 324 - Violence in the Workplace (3)

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

CRJ 327 - Assessing Evidence in Criminal Justice (3)

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

practice of criminal justice and how evidence is used in criminological research.

CRJ 328 - Security Administration (3)

Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

CRJ 334 - Economic Crime Investigation (3)

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

CRJ 335 - Cybercrime Law and Investigations (3)

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

CRJ 336 - Information Privacy (3)

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

CRJ 342 - Law and Justice (3)

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

CRJ 343 - Law of Economic Crime (3)

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

CRJ 345 - Criminal Evidence (3)

Rules of evidence and trial procedures applicable to criminal cases at the state and federal levels. Student mock trial experience as witness and attorney.

CRJ 347 - Fraud Prevention and Detection Technologies (3)

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

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

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

CRJ 353 - Fraud Prevention Techniques (3)

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

CRJ 354 - Payment Systems and Fraud (3)

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

CRJ 358 - Introduction to Intelligence Studies (3)

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

CRJ 365 - Advanced Issues in Economic Crime (3)

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

CRJ 377 - Comparative Criminal Justice: Study Abroad (3)

Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as IST 377.

CRJ 382 - Administrative Issues in Criminal Justice (3)

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

CRJ 384 - Data Analysis in Criminal Justice (3)

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

CRJ 421 - Advanced Issues in Criminal Justice (3)

Explores ethical and other dilemmas confronting criminal justice professionals in the 21st century. Includes criminal justice leadership and accountability; class, race, and gender diversity; ethical decision making; and research and reform in the CJS. Prerequisite(s); if any: CRJ 103

CRJ 423 - Evidence-based Crime Policy (3)

Major theories of public policy making, mechanics of the process, methods of examining policy impacts, and how criminal studies policy can affect and be affected by research. Prerequisite(s); if any: CRJ 103 and CRJ 384.

CRJ 435 - Computer Forensics (3)

Root methods, forensic tools and procedures used in analysis of digital evidence in computer hardware, software and peripherals. Rules applicable to extraction and preservation of data and digital evidence. Prerequisite(s); if any: COM 303.

CRJ 441 - Applied Legal Research and Communication (3)

Develops analytical and practical skills appropriate for those desiring to work in the legal field. Case analysis,

legal research, preparation of legal memoranda and appellate briefs. Moot court experience is provided. Prerequisite(s); if any: GOV 341 or Permission of Instructor.

CRJ 444 - Fraud and Compliance Operations (3)

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

CRJ 461 - Proseminar in Justice Studies (3)

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

CRJ 470 - Criminal Justice - Internship (6 to 15)

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

CRJ 475 - Senior Project (3)

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

CRJ 490 - Independent Study (1 to 6)

Upper-level applied course designed for exceptional students to further their interest in a specific field of criminological or criminal studies inquiry.

Cybersecurity

CYB 101 - Introduction Into Cybersecurity (1)

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

presentations from students based on a combined team activity blending concepts learned throughout the course.

CYB 107 - Computer Hardware and Peripherals (3)

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

CYB 205 - Software Foundations for Cybersecurity (3)

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

CYB 228 - Cyber Technology for Criminal Justice (3)

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

CYB 333 - Information Security (3)

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

CYB 337 - Computer Network Investigations (3)

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

CYB 338 - Applied Cryptography (3)

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

CYB 339 - Cyber Operations Tools (3)

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

CYB 348 - Information Assurance Risk and Compliance (3)

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

CYB 355 - Cybercrime Investigations and Forensics I (3)

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

CYB 356 - Cybercrime Investigations and Forensics II (3)

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

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

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

CYB 438 - System Vulnerability Assessment (3)

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

CYB 439 - Introduction to Malware Analysis (3)

This is an introductory course on the analysis of malicious software and addresses basic concepts of malware, how malware is constructed, anti-virus technology, and how to analyze malware.

Prerequisite(s); if any: CSC 101, CYB 333 ,and CYB 362.

CYB 455 - Cybercrime Investigations and Forensics III (3)

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

CYB 457 - Network Forensics (3)

The purpose of this course is to provide students with an understanding of the technology, procedures, laws, regulations, and ethics related to network forensics.

Prerequisite(s); if any: CYB 355, CYB 356, and CYB 455.

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.

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.

Economics

ECN 131 - Principles of Microeconomics (3)

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

ECN 141 - Principles of Macroeconomics (3)

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

ECN 241 - Statistics (3)

Application of statistical methods in management and economics. Descriptive statistics, probability, normal curve sampling, confidence, and regressions.

Prerequisite(s); if any: Completion of mathematics and computer requirements in component one of core.

Students may not also take PSY 211, SOC 211 or MAT 112 for credit towards Core Goal 4: Quantitative Reasoning.

ECN 300 - Select Topics: Economics (3)

Topics in various aspects of Economics. Vary from year to year.

ECN 331 - Intermediate Microeconomic Theory (3)

Study of the concepts and tools for analysis of the behavior of business firms in their pricing, production, purchasing, and employment policies; relationship of the individual firm to the general pricing process as applied to products and productive agents under condition, and economic data. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 332 - Managerial Economics (3)

Introduction to econometric models and the tools of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisite(s); if any: ECN 131, ECN 141, and ECN 241.

ECN 341 - Intermediate Macroeconomic Theory (3)

National product and income concepts, measurements, and relationships: interrelationships of the major segments of the general level of economics activity. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 343 - Money and Banking (3)

Introduces student to general principles of banking and theories of money. Subjects covered are organization and control of the banking system, commercial bank functions and operation, monetary theory. Students may not take both Economics 343

and FIN 343 for credit. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 344 - Labor Problems (3)

A study of the theory and operation of the American labor market with particular attention to problems of unemployment wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 345 - History of Economic Thought (3)

The evolution of economic thought during the last 300 years. The socioeconomic milieu as well as the theories of major writers are considered. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 346 - Government and Economic Life (3)

Economic theory as applied to historic and current issues of public policy. Governmental planning and control of industry, resources, prices, banking, and business fluctuations. Prerequisite(s); if any: ECN 141.

ECN 349 - Urban Economics (3)

The theory of the location of economic activity in urban areas. Applications of location theory and welfare economics to problems of poverty, human resources, housing, transportation, and discrimination. Urban growth and development. Prerequisite(s); if any: ECN 131.

ECN 375 - Health Economics (3)

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

ECN 401 - The Economics of Competitive Strategy (3)

Application of microeconomic principles to managerial strategy. Economics of scale and scope, merger activity, transaction costs of market exchange, alternative competitive strategies.

ECN 442 - Public Finance (3)

Economics of the public sector. Analysis of revenues and expenditures of federal, state, and local governments: public debt; tax incidence; tax policy; fiscal federalism; and public choice theory.

Prerequisite(s); if any: ECN 131, ECN 141 and ECN 241.

ECN 443 - International Trade (3)

Study of trade theory, international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 445 - Environmental Economics (3)

Introduction to the problem of the economic obstacles in cleaning the environment. Emphasizes the deficiencies of economic theory in not accounting for the waste products of our production. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 447 - Comparative Economic Systems (3)

Comparative analysis of the different ways that countries solved their fundamental economic problems. Covers all systems from capitalism to communism. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 448 - Business and Econ Forecasting (3)

Study of methodology of forecasting business activity of individual firms, industries, and the economy. Emphasizes forecasting of business cycles and prediction of political and social events which might enter into business decisions. Prerequisite(s); if any: ECN 241 and MAT 143.

ECN 449 - Foreign Trade Management (3)

Practical knowledge of essential techniques in export and import management. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 470 - Economics - Internship (3 to 12)

ECN 470 Internship (3-12) IR

ECN 474 - Economics Research Proposal (1)

Reviewing the literature, developing data sources and developing a research proposal. Prerequisite(s); if any: Senior standing.

ECN 475 - Research Project in Economics (3)

Students integrate all aspects of the major to complete and independent research project based upon a proposal developed in ECN 474, Economic Research Proposal. Prerequisite(s); if any: ECN 474.

ECN 490 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

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 and DSC 609; or instructor approval.

Education

EDU 111 - Introduction to Teaching (1)

Becoming a teacher: ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco, and drug abuse; safety education fire and arson prevention; current issues. Graded on a pass/fail basis

EDU 201 - Applied Educational Psychology (3)

Cognitive processes, memory and concepts, problem solving, creativity, moral development, self-concept, behaviorism, motivation, social learning, classroom management, and exceptional students. Twenty hours of field work required.

EDU 215 - Diversity, Disabilities, and Success (3)

Nature of students with disabilities and special health care needs; their effect on learning and behavior. Identifying strengths, individualizing instruction, collaboration, and instructional strategies. 20 hours of fieldwork in a special education setting required.

EDU 218 - Curriculum and Instruction (3)

Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and interrelationships. Taught on site at Kernan Elementary School.

EDU 301 - Foundations of Literacy (3)

Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours of fieldwork in high-needs schools required.

EDU 302 - Literacy and Comprehension: Grades 1-6 (3)

Advanced theory and methods of literacy development, first through sixth grades. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, Common Core, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 303 - 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 fieldwork required.

EDU 304 - Tutoring Young Scholars (1)

Tutoring in local schools through the Young Scholars Program. Students who enroll must make a full semester commitment to tutor on a regular basis at least one time a week. May be repeated once.

EDU 305 - 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 309 - Emergent Literacy: Birth-Grade 2 (3)

Emergent language acquisition, literacy development and literacy assessment for children from birth to grade two. 20 hours of fieldwork in an early childhood setting required.

EDU 312 - Practical Teaching Methodologies (3)

Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. 20 hours of fieldwork in high-needs schools required.

EDU 314 - Children's Literature (3)

Survey of children's and adolescent literature with special emphasis on criteria for book selection. Traces history of children's books, conducts an in-depth appraisal of Newberry and Caldecott Award winners, presents concept techniques of bibliotherapy. Taught on site at John F. Hughes Elementary School, 24 Prospect Street, Utica, NY.

EDU 316 - 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 grades. Social studies and ELA Common Core Learning Standards. 20 hours of fieldwork in high-needs schools required.

EDU 321 - Foundations of American Education (3)

Examination of American public education. Includes organization, finance, administration, curriculum implementation; student evaluation; application of technology to English and Social studies; interdisciplinary planning.

EDU 325 - Assessment of Children and Youth with Special Needs (3)

Assessment process in special education: observational assessment; norm-referenced standardized test; criterion-referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours fieldwork required.

EDU 326 - 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 fieldwork required.

EDU 327 - 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, services delivery models, team collaboration. 15 hours of fieldwork required.

EDU 328 - 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 333 - 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 334 - 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 335 - 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 337 - 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 338 - Business and Marketing Education Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to business and marketing education; interdisciplinary planning. 20 hours of fieldwork required.

EDU 343 - 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 fieldwork required.

EDU 344 - Science and Technology Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology in first through sixth grades. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 345 - Mathematics Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in

first through sixth grades. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 348 - Health Education Methods (3)

Students will learn appropriate objectives, course content, instructional materials, instructional activities, theoretical principles and curriculum for teaching health education. State and national learning standards for health and safety will be addressed. 20 hours fieldwork required. Prerequisite(s); if any: EDU 312.

EDU 471 - Student Teaching Seminar (0)

Discuss issues relevant to student teaching. Classroom management, professional behavior, certification supervision, portfolio development, and professional portfolio. Meets weekly. Corequisite(s): EDU 475, EDU 476.

EDU 475 - Student Teaching I (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite(s); if any: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Permission of Director required. Corequisite(s): EDU 476

EDU 476 - Student Teaching II (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite(s); if any: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Permission of Director required. Corequisite(s): EDU 475

EDU 477 - Mentored Internship I (6)

For students with a full-time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience with seminars and conference required. Includes discussions, written assignments, and evaluations.

EDU 478 - Mentored Internship II (6)

For students with a full-time teaching position in the area of certification for a minimum of eight-weeks.

Supervised teaching experience with seminars and conferences required. Includes discussions, written assignments, and evaluations.

EDU 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. Corequisite(s): EDU 524 and fulltime teaching assignment.

EDU 508 - Mentoring II (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Prerequisite(s); if any: EDU 507. Corequisite(s): EDU 503 and full-time teaching assignment.

EDU 511 - Introduction to Teaching (1)

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

EDU 512 - Practical Teaching Methodologies (3)

Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 516 - Social Studies/Literacy Methods: 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 572 - NYSED Certification

Preparation (1)

The course will provide a 20-day classroom placement for candidates who need to complete the education Teacher Performance Assessment for NYS certification requirements but are not required to student teach. Prerequisite(s); if any: Permission of Instructor required.

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.

English

ENG 100 - Writing Skills (1, 2)

Provides in-depth review of grammar, improvement of mechanical accuracy, and emphasis on sentence writing and construction of paragraphs. Two credits during regular semester and one credit during summer sessions. Prerequisite(s); if any: By permission of Academic Support Services Center.

ENG 101 - Written Communication I (3)

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

ENG 102 - Written Communication II (3)

Students will practice planning, developing, and executing an extended written research project. Students will practice evaluating, synthesizing,

documenting, and integrating sources. Students will be introduced to discipline-specific conventions in order to organize, compose, and revise research papers.

ENG 103 - Introduction to the English Language (3)

An examination of the influence of language on attitude and perception, manipulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

ENG 111 - Introduction to English Studies (1)

An introduction to the discipline of English: the areas of study it comprises, its organizing paradigms, the opportunities it provides for extracurricular learning, and the academic skills it builds.

ENG 135 - Introduction to Literature (3)

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

ENG 145 - Literature in Focus (3)

Students will explore a particular topic, interest, or activity through its representation in literature. Possible topics: Sports Literature, Religion and Literature, Crime in Literature, etc.

ENG 147 - Introduction to Creative Writing (3)

Explore your creative side. Learn how poetry, fiction and creative nonfiction work, and then try your hand at writing them. Work with your classmates to make your writing stronger. Prerequisite(s); if any: ENG 101.

ENG 185 - London in Literature (3)

Including study abroad, this course examines literature's connections to London's places and history.

ENG 235 - Studies in Literature (3)

Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 235H - Studies in Literature (3)

Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive

writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 245 - Major Figures in English Literature: Through the 18th Century (3)

British literature from the Anglo Saxon period through the Restoration. May include *Beowulf*, Chaucer's *The Canterbury Tales*, poetry, prose, and drama from 16th and 17th centuries. Milton's *Paradise Lost*, and selected writings from other authors.

ENG 246 - Major Figures in English Literature: Since the 18th Century (3)

British authors from the Romantic Movement to the beginning of 21st century. Authors covered may include Wordsworth, Keats, Austen, Tennyson, Browning, George Eliot, Dickens, Conrad, Woolf, Yeats, T.S. Eliot, Larkin, Heaney, Byatt, and Murdoch.

ENG 295 - American Literature to 1865 (3)

American writers from colonial times to 1865.

ENG 296 - American writers from 1865 to the present (3)

American writers from 1865 to the present.

ENG 303 - Perspectives on Traditional Grammar (3)

Study of traditional grammar from a variety of perspectives, including handbook definitions and exercises, sentence parsing, grammar and language learning, and grammar and literacy pedagogy. Prerequisite(s); if any: ENG 102.

ENG 304 - Advanced Composition (3)

Practice in various techniques of expository writing combined with analysis of the expository, descriptive, argumentative, and narrative modes, with the intent of helping each student develop an individual and effective prose style. Prerequisite(s); if any: ENG 102.

ENG 305 - Topics in British Literature (3)

Concentrated study on topics in British literature. Prerequisite(s); if any: ENG 102.

ENG 306 - Topics in American Literature (3)

Concentrated study on topics in American literature. Prerequisite(s); if any: ENG 102.

ENG 307 - Writing Fiction (3)

This is a class on reading, writing, and critiquing fiction. To write well, one must read well. That means noticing the complex choices writers make, involving character, plot, or other literary devices, and how such choices impact the reader. In one's own work, it means using such choices deliberately, to create a specific effect. In a workshop setting, students have an opportunity to analyze each other's choices, and to help each other become better writers. Prerequisite(s); if any: ENG 101.

ENG 308 - Creative Nonfiction (3)

Study and practice techniques for writing personal essays, memoir, profiles, and other creative nonfiction narratives. Prerequisite(s); if any: ENG 102.

ENG 309 - Writing Poetry (3)

Study and practice techniques for writing poems, including discussion of both published poems and student work. Prerequisite(s); if any: ENG 101.

ENG 311 - Modern English Grammar (3)

An extensive study of the structure of the English language using structuralist and transformational models with a short introduction to the development of the traditional school grammars. Recommended for prospective teachers. Prerequisite(s); if any: ENG 102.

ENG 313 - American Social Dialects (3)

A practical introduction to the study of geographic, social, and urban dialectology with an emphasis on the relationship to the students' field of interest such as social work, sociology education, and others. Prerequisite(s); if any: ENG 102

ENG 315 - Writing in the Professions (3)

Practice, theory, and research concerning writing techniques in scientific, and technical disciplines. Letters, reports, abstracts, technical manuals, charts and graphs, outlines, and proposals. Documentation required in industry, science, and technical management. Prerequisite(s); if any: ENG 102.

ENG 316 - Principles and Practice of ESL (3)

Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including testing, in speaking, reading, writing, communication, and culture. Prerequisite(s); if any: ENG 102.

ENG 317 - ESL Through the Subject Areas (3)

Provides materials and techniques for teaching ESL through mathematics, science, social studies, and language arts. Prerequisite(s); if any: ENG 316 or Permission of Instructor.

ENG 318 - Introduction to Linguistics (3)

An introduction to the systematic nature of language and methods of analysis of the system of sound, word formation and syntax. Includes analysis of non-English languages. Prerequisite(s); if any: ENG 102.

ENG 335 - Literature of the Tudor Period (3)

Major British writers 1485-1603. Development of drama, poetry and prose. Transition from medieval to modern modes of thought as reflected in literature. Prerequisite(s); if any: ENG 102.

ENG 336 - Literature of the Early Stuart Period (3)

Major poetry, prose and drama, including Milton, from 1603- 1660. Influence of political, social, scientific, and religious conflicts on development of literary forms. Prerequisite(s); if any: ENG 102.

ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)

Reading in the poets, novelists, and dramatists of the Restoration and 18th century (1660-1792). May include Dryden, Congreve, Swift, Pope, Gay, DeFoe, Fielding, Sterne, Johnson, Boswell, Goldsmith, and Sheridan. Prerequisite(s); if any: ENG 102.

ENG 351 - Language and Culture (3)

The interrelation between culture and language; consideration of language impact on cultural behavior cognition, and perception. Introduction to problem of socio-linguistics and communication. Prerequisite(s); if any: ENG 102. Meets with ANT 351.

ENG 355 - Literature of the Romantic Period (3)

Novels, poetry and essays of such authors as Scott, Radcliffe, Austen, Wordsworth, Coleridge, Blake, Wollstonecraft, and Shelley. Emphasis on modes of literary expression and Romantic attitudes and ideas. Prerequisite(s); if any: ENG 102.

ENG 356 - Literature of the Victorian Period (3)

Novels, essays, and poetry of such authors as Tennyson, Browning, Hopkins, Ruskin, Pater, Dickens, George Eliot, Wilde, and Hardy. Consideration of pervasive Victorian ideas and attitudes. Prerequisite(s); if any: ENG 102.

ENG 357 - Modern British Literature (3)

Major British writers and works from 1900 to the present viewed in a historical context. All genres will be included. Prerequisite(s); if any: ENG 102.

ENG 367 - Shakespearean Drama (3)

Selected comedies, histories, tragedies, and romances. Emphasis on Shakespeare's development as a dramatist within the context of the English Renaissance. Prerequisite(s); if any: ENG 102.

ENG 372 - Studies in Short Fiction (3)

Interpretations of earlier to contemporary short stories. Includes techniques of short fiction writing. Prerequisite(s); if any: ENG 102.

ENG 373 - The Novel (3)

Historical development of the novel in either the British, American, or Western literary tradition. Topics include point of view, narrative voice and technique, idea and form, and character. Same as LIT 373. Prerequisite(s); if any: ENG 102.

ENG 374 - Forms and Art of Poetry (3)

Intensive reading and critical analysis of selected short poems in English with emphasis on technique and prosody. Prerequisite(s); if any: ENG 102.

ENG 375 - Literature of the Theatre (3)

Forms of drama (tragedy, comedy, tragicomedy, and others) from ancient Greece to the present. Same as THE 375. Prerequisite(s); if any: ENG 102.

ENG 385 - American Literature: 1820-1860 (3)

Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others. Prerequisite(s); if any: ENG 102.

ENG 386 - American Literature: 1860-1910 (3)

Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others.

ENG 392 - African American Literature (3)

African American literature from the 1700s to the present. Emphasis on development of a literary tradition, critical responses, and dominant themes and styles. Prerequisite(s); if any: ENG 102.

ENG 394 - Queer Literature (3)

Literature related to the LGBTQ2IA+ community across multiple genres, including texts that may range from antiquity to the present, emphasizing the development of a queer literary tradition, its political aspects, and its relationship to the broader literary marketplace. Same as LIT 394.

ENG 395 - American Literature: 1910-1945 (3)

In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, and others. Prerequisite(s); if any: ENG 102.

ENG 396 - American Literature: 1945-to the Present (3)

In-depth survey of major contributions by American poets and fiction writers since the Second World War. Prerequisite(s); if any: ENG 102.

ENG 397 - Contemporary American Poetry (3)

Ethnic, experimental, feminist, imagistic, mythic, populist, and surrealist approaches to contemporary poetry. Style and technique examined within context of inherited traditions. Prerequisite(s); if any: ENG 102.

ENG 400 - Studies in Language and Literature (3)

Concentrated study emphasizing a specific period, genre, author, or theme. Possible offerings include Chaucer, Milton, Elizabethan and Jacobean drama, the Mystery Novel, and the English Bible. May count twice toward English major, provided sub-specialties are not the same. Prerequisite(s); if any: ENG 102.

ENG 405 - Adv Nonfiction Workshop (3)

This course explores creative non-fiction in a writing workshop environment with an emphasis on peer review, writing critiques, and gently guided critical conversations. This course will look at many styles of CNF and may focus on one in particular, long-form memoir, lyric essay, travel writing, food essay, literary

journalism, audio essays, podcasts and other hybrid forms. Prerequisite(s); if any: ENG 308.

ENG 406 - Advanced Fiction Workshop (3)

Advanced practice, analysis, and study in writing fiction as well as overview of mechanics and markets of current fiction publishing. Prerequisite(s); if any: ENG 307 with a grade of C or better or Permission of Instructor.

ENG 407 - Advanced Poetry Workshop (3)

Advanced practice, analysis, and study in writing poetry as well as overview of mechanics and markets of current poetry publishing. Prerequisite(s); if any: ENG 309 or Permission of Instructor.

ENG 408 - History of the English Language (3)

A study of the evolution of English from earliest to modern times, with emphasis on sound, word-formation, and syntactic changes, and some attention to external history and social forces. Prerequisite(s); if any: ENG 102.

ENG 410 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 420 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 430 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 466 - Chaucer (3)

Study of Chaucer's language, of selected minor poems, and of the majority of *The Canterbury Tales*. Prerequisite(s); if any: ENG 102.

ENG 468 - Milton (3)

Milton's major prose, minor poetry, and *Paradise Lost*. Prerequisite(s); if any: ENG 102.

ENG 489 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite(s); if any: ENG 102.

ENG 490 - Independent Study (1 to 3)

Independent Study (3) Also see courses listed under World Literature. Prerequisite(s); if any: ENG 102.

ENG 490 - Independent Study (1 to 3)

See courses listed under World Literature.

ENG 499 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite(s); if any: ENG 102.

ENG 500 - Select Topics: English (3)

Topics in various aspects of English. Vary from year to year.

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 in-service 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. Same as HLS 547. Prerequisite(s); if any: ENG 102.

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.

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.

HON 259 - Honors Seminar (3)

Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

HUM 110 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 120 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the

cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 130 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 290 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 390 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 489 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

HUM 490 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 499 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

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.

LIT 394 - Queer Literature (3)

Literature related to the LGBTQ2IA+ community across multiple genres, including texts that may range from antiquity to the present, emphasizing the development of a queer literary tradition, its political aspects, and its relationship to the broader literary marketplace. Same as ENG 394.

REA 100 - Reading and Study Strategies (1)

Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: Comprehension skills, vocabulary, organizing course material for learning retention and recall, note-taking, and critical thinking skills. Prerequisite(s); if any: Permission of Academic Support Services Center.

Film

FLM 201 - The Language of Film (3)

Exploration of the film experience and its ability to create meaning, using a survey of historical periods, a broad range of film types, and a variety of theoretical approaches.

FLM 300 - Film Genres (3)

In-depth exploration of a particular film genre: comedy, horror, the western, ethnographic film, animation, experimental film. (May be repeated once, provided topic is changed.)

FLM 301 - Film and Literature (3)

Exploration of relationships between literature and film, including adaptation of literary works to film, influence of film and literature on each other, and proliferation of films in which reading of written texts is central.

FLM 303 - Blacks and Film (3)

In-depth exploration of the history of African-Americans as film imagery and as filmmakers.

FLM 304 - Women and Film (3)

In-depth exploration of the history of women as film imagery and as film-makers.

FLM 306 - Short Digital Filmmaking (3)

Introduction to basic filmmaking principles from pre-production through post-production. Students will learn to manage a film set and create short digital films

FLM 310 - The Motion Picture (1)

Informal exposure to independent, foreign language, experimental, and classic motion pictures. Weekly attendance at Thursday evening film series required. May be taken three times for credit. Same as COM 310.

FLM 311 - Spanish and Latin American Film (3)

Introduction to Spanish or Latin America Film in cultural and historical context. Taught in Spanish or English. May be repeated once if a different theme is offered. Same as SPA 311.

FLM 400 - Select Topics: Film (3)

Topics in various aspects of Film. Vary from year to year.

Finance

FIN 101 - Personal Finance (3)

Overview of personal financial planning, budgeting, and cash flow management. Debt management, credit, insurance applications, retirement planning, mortgages, lease vs. purchase decisions, and foundations of present value.

FIN 301 - Introduction to Financial Planning (3)

An introduction to the basic economic and financial concepts needed to help advise individuals and families in meeting their financial goals. Financial analysis, budgeting, credit, tax, investment, retirement and estate planning.

FIN 333 - Corporate Finance (3)

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

FIN 343 - Money and Banking (3)

See ECN 343. Students cannot take both ECN 343 and FIN 343 for credit. Prerequisite(s); if any: ECN 131 and ECN 141.

FIN 351 - Financial Management (3)

Problems and procedures of financial management encountered in the normal operations of a corporation. These include financial budgeting and control, acquisition and management of working capital, equipment replacement, and dividend and expansion policies. Prerequisite(s); if any: FIN 333.

FIN 352 - Investments (3)

Designed both for those who expect to enter financial work and for those who wish a knowledge of investments for personal use. After an initial consideration of basic investment principles, attention is devoted to various types of investment media, analysis of industries and securities, and investment management of specific funds. Individual and institutional problems are considered. Prerequisite(s); if any: ACC 201.

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 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.

French

FRE 101 - Beginning French I (3)

Pronunciation and aural comprehensions; elementary grammar; oral and written practice; reading of simple prose. Language lab required.

FRE 102 - Beginning French II (3)

Continuation of FRE 101. Prerequisite(s); if any: FRE 101 or equivalent.

FRE 201 - Intermediate French I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: FRE 102 or equivalent.

FRE 202 - Intermediate French II (3)

Continuation of FRE 201. Prerequisite(s); if any: FRE 201 or equivalent.

FRE 237 - French Conversation and Grammar Review (3)

Thorough conversational practice. Training in oral comprehension and use of the French language; pronunciation, grammar review; and vocabulary for everyday use. Prerequisite(s); if any: FRE 202 or equivalent (in turn, FRE 237 is a prerequisite for FRE 327).

FRE 288 - Introduction to French Literature (3)

Critical reading and discussion of major works belonging to various movements and genres. Conducted in French. Prerequisite(s); if any: FRE 202 or Permission of Instructor.

FRE 300 - Topics in French and Francophone Cultures and Literatures (3)

Concentrated study emphasizing a specific period, genre, culture or theme within French and Francophone cultures and literatures. Taught in French or English. Maybe repeated once, provided topics are not the same.

FRE 311 - French Film (3)

French film in cultural and historical contexts. Taught in French or English.

FRE 327 - Spoken French (3)

Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite(s); if any: FRE 237 or equivalent or Permission of Instructor.

FRE 337 - Advanced French Composition and Grammar Review (3)

In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite(s); if any: FRE 202 or Permission of Instructor.

FRE 347 - French Civilization and Culture (3)

An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student's cultural interests. Prerequisite(s); if any: FRE 202 or equivalent.

FRE 388 - Masterpieces of French Literature (3)

Readings and critical analysis of representative works. Discussion of their importance in representative Literary movements. Oral and written reports. Conducted in French. Prerequisite(s); if any: FRE 202 or equivalent.

FRE 490 - Independent Study (3 to 6)

FRE 490 Independent Study IR

Geology

ENV 201 - Introduction to Environmental Issues (3)

Scientific principles relating to the study of environmental issues. Examination of natural systems and processes and impacts of human activities.

ENV 393 - Seminar in Environmental Science (3)

Comprehensive understanding of issues in environmental sciences through analysis of research literature in diverse disciplines. Prerequisite(s); if any: ENV 201, a one-year sequence in laboratory science, and Junior standing or above.

ENV 450 - Senior Research in Environmental Science (3)

Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisite(s); if any: Permission of Instructor.

ENV 470 - Environmental Science - Internship (3 to 12)

Participation in a professional work environment under co- supervision of faculty and placement personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for

maximum combined total 12 credits. Prerequisite(s); if any: Permission of Instructor.

GOL 105 - Society, Earth, and the Environment (3)

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

GOL 105L - Society, Earth, and Environment Lab (1)

Hands-on exercises to understand natural hazards and their impacts, past and present occurrences as a means of predicting future disasters, and the technology, sociology, and politics of pollution, energy and resources. Corequisite(s): GOL 105.

GOL 115 - Introduction to Oceanography (3)

Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of sea water, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

GOL 125 - Natural Hazards (3)

There are a variety of natural processes that affect our modern society. Hazards such as earthquakes, volcanic eruptions, hurricanes, forest fires, landslides, and the complex influence of climate change create significant economic and environmental problems that are often accompanied by great loss of life and damage to physical infrastructure. This course examines how these processes work and their effect on human society, how human activities influence the frequency and intensity of natural disasters, and possible methods of mitigation or prevention.

GOL 225 - Physical Geology (0,4)

Understanding and appreciation of the earth upon which we live; its composition, structure, and landforms and the physical, chemical, and biological agencies active in their production. Lectures, laboratories, field trips.

GOL 226 - Historical Geology (0,4)

The history and development of the earth and the origin and evolution of the life upon the earth with emphasis on North America. Lectures, laboratory, field trips.

GOL 313 - Introduction to Paleobiology (0,4)

Fossil invertebrates and some plants and vertebrates, including dinosaurs. Fossil record as a tool for stratigraphy, paleoecology, paleoenvironmental and paleoclimatological reconstructions, and understanding evolution and mass extinctions. Lectures, laboratory, field trips. Same as BIO 313. Prerequisite(s); if any: GOL 225 or GOL 226 or BIO 212 or Permission of Instructor.

GOL 323 - Hydrology and Society (0,4)

Spatial and temporal variation of water in terrestrial, oceanic and atmospheric environments. Physical, chemical and biological processes affecting water movement or quality. Human interaction with the water cycle. Prerequisite(s); if any: GOL 105 or GOL 225.

GOL 325 - Mineralogy (0,4)

Introduction to the wide variety of naturally-occurring minerals, their physical, crystallographic, and optical characteristics, chemical composition, and environmental and economic impacts. Prerequisite(s); if any: GOL 225, CHE 211.

GOL 326 - Petrology: Rocks and Environments (0,4)

Classification of igneous, sedimentary and metamorphic rocks, with emphasis on their petrogenesis and the influence of environmental conditions on chemical composition. The lab deals with identification of hand and microscopic samples. Prerequisite(s); if any: GOL 225, GOL 325, CHE 211.

GOL 333 - Weather and Climate (0,4)

Examination of the atmosphere; its origin, structure, composition, evolution, processes, and spatial patterns. Short-term weather forecasting. Modern climate, patterns and causes of climate change through time, reconstruction of past climate, and prediction of future climate. Prerequisite(s); if any: GOL 225 or GOL 226.

GOL 343 - Geomorphology (0,4)

Study of the origin, history, and characteristics of landforms produced by exogenic and endogenic processes acting upon earth materials and structures. Lectures, laboratory, field trips. Prerequisite(s); if any: GOL 225 or Permission of Instructor.

GOL 373 - Sedimentology and Stratigraphy (0,4)

Laboratory and field study of the properties of sediments and sedimentary rocks. Interpretation of the origin, mode of transportation, and environment of deposition from physical characteristics. Basic principles governing the interpretation, correlation, and classification of stratigraphic units. Lecture, laboratory, field trips. Prerequisite(s); if any: GOL 225.

GOL 390 - Independent Study (1 to 6)

Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisite(s); if any: Permission of the division and at least a 3.0 average in geology courses.

GOL 398 - Structural Geology and Tectonics (0,4)

Identification and interpretation of rock deformation features. Emphasis on current debates and understanding of deformation mechanisms according to global tectonics. Lectures, laboratory, field trips. Prerequisite(s); if any: GOL 225.

GOL 405 - Earth System Science (3)

Overview of earth's hydrosphere/cryosphere, geosphere, atmosphere, biosphere (including anthrosphere) with particular emphasis on understanding the linkages between each. Examination of patterns, causes, evidence and effects of naturally-occurring and human-induced environmental changes through time. Prerequisite(s); if any: A 2-course (8-credit) sequence in laboratory science.

GOL 410 - Geoscience Seminar and Current Topics (1)

Presentations and discussions on current geoscience topics. May be repeated for credit up to three times.

GOL 423 - Geophysics: Theory and Application (0,4)

Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Same as PHY 423. Prerequisite(s); if any: GOL 398, PHY 152 or PHY 262, or Permission of Instructor.

GOL 450 - Research in Geoscience (1 to 3)

Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisite(s); if any: Completion of all Geoscience major course requirements or Permission of Instructor.

GOL 460 - Field Experience in Geoscience (3 to 6)

Hands-on experience including in-field observation; data analysis; and integrative problem-solving. It may include mapping a material sampling and analysis. Prerequisite(s); if any: Completion of major course requirements exclusive of the capstone experience and Junior or Senior standing, or Permission of Instructor.

GOL 470 - Geoscience - Internship (0 to 12)

Educational experience whereby students apply classroom learning in a professional work environment under co-supervision of faculty and employer personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for a maximum combined total of twelve credits. Prerequisite(s); if any: Completion of major course requirements exclusive of the capstone experience and Junior or Senior standing, or Permission of Instructor.

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.

German

GER 101 - Beginning German I (3)

Pronunciation and aural comprehension; elementary grammar: oral and written practice; reading of simple prose. Language lab required.

GER 102 - Beginning German II (3)

Continuation of German 101. Prerequisite(s); if any: GER 101 or equivalent.

GER 201 - Intermediate German I (3)

Reading and grammar review; oral work; translation; simple composition. Prerequisite(s); if any: GER 102 or equivalent.

GER 202 - Intermediate German II (3)

Continuation of GER 201. Prerequisite(s); if any: GER 201 or equivalent.

GER 290 - Independent Study (3)

GER 290 Independent Study (3) IR

Government and Politics

GOV 101 - Introduction to Politics and American Government (3)

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

GOV 161 - Introduction to International Politics (3)

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

GOV 200 - Select Topics: Government & Politics (1 to 3)

Topics in various aspects of Government and Politics. Vary from year to year.

GOV 201 - Research, Writing & Careers in Government & Politics (1)

Introductory course designed to help students succeed in the Government and Politics program by focusing

on three areas: research and writing, building a record of accomplishment at UC, and career exploration.

GOV 203 - Comparative Politics (3)

Comparison of governmental institutions and the political process in several contemporary national political systems, both Western and non-Western. Attention given to the methods used in studying comparative politics.

GOV 207 - Public Health at the Local Government Level (3)

An examination of the foundations and operations of local public health agencies that create or change policies to improve public health.

GOV 211 - Introduction to Human Rights (3)

Introduction to contemporary human rights problems and the global response to these issues. Same as: HRA 211.

GOV 212 - American Political Parties and Elections (3)

Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite(s); if any: GOV 101 or Permission of Instructor.

GOV 215 - Public Opinion and Political Behavior (3)

Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite(s); if any: GOV 101 or Permission of Instructor.

GOV 221 - State and Local Government (3)

Examination of the structure, politics, policy process, and problems of American state and local governments as they function within the federal system.

GOV 235 - Civil Rights, Public Policy, and Social Change (3)

People, events, and issues of civil rights struggle in the United States, including impact on democratization and social change in American society, and formation of public policy. Same as SOS 235.

GOV 242 - Jurisprudence and the American Legal System (3)

Introduction to the court system, appellate process, and inter-relationship of federal and state courts. Includes penal law, criminal procedure law, correctional law, and basics of civil law and procedure. Techniques of case method, briefing, and statutory analysis.

GOV 251 - Congress and the Legislative Process (3)

Analysis of salient features of the legislative process and their influence on public policy. Representation, formal procedures, folkways, committee structure, party organization, legislative leadership. Prerequisite(s); if any: GOV 101.

GOV 273 - Political Corruption (3)

This course examines the causes and consequences of political corruption in the US and abroad. It also examines how to control political corruption.

GOV 281 - Political Ideas and Ideologies (3)

Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

GOV 300 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. May vary from year to year.

GOV 313 - Campaign Management (3)

Principles and problems underlying the conduct of political campaigns. Analysis of techniques used in fundraising; campaign organization; advance work; use of mass media; legal aspects; ethical considerations. Prerequisite(s); if any: GOV 212 or Permission of Instructor.

GOV 332 - Public Administration (3)

Introduction to the principles and problems of administering government agencies. Included: nature of bureaucracy, bureaucratic politics, inter-governmental relations, organization theory, decision-making, leadership, personnel management, budgeting, regulation, program implementation, ethics, and accountability.

GOV 333 - American Public Policy (3)

Examination of the relationship of government units to their environment. Exploration of the way policy is formulated, adopted, and implemented in the political system.

GOV 341 - Jurisprudence of the Criminal Law (3)

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

GOV 345 - Constitutional Law in the Governmental Process (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Same as HIS 345. Prerequisite(s); if any: GOV 101.

GOV 346 - Civil Liberties (3)

Problems of civil liberties as interpreted by the courts, as implemented by legislation, and as discussed as public issue

GOV 363 - International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

GOV 364 - International Law (3)

Principles and rules concerning the conduct of nation-states including use of force, status of nationals, jurisdictional questions, status and functions of governmental personnel, treaties, and organizational questions. Prerequisite(s); if any: Permission of Instructor.

GOV 365 - American Foreign Policy (3)

Concepts and development of U.S. foreign policy. Historical overview, U.S. policies toward specific regions, and problems of policy-making and implementation. Prerequisite(s); if any: Permission of Instructor.

GOV 366 - International Criminal Law (3)

Laws governing the behavior of individuals and their accountability to the international community and states. Development of a body of law and enforcement mechanism for piracy, war crimes, and terrorism. Role of international criminal tribunals.

GOV 368 - International Political Economy (3)

Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

GOV 371 - European Politics (3)

Politics and government in the United Kingdom, France, Germany, and the European Union. Political culture, parties, institutions, and electoral politics.

GOV 372 - Modern Russia (3)

From Tsarist Russia on the eve of Bolshevik Revolution through the rise, development and demise of the USSR, to the emergence of post-Soviet Russia. Emphasis on governmental structures and political processes. Same as HIS 372.

GOV 373 - African Politics (3)

Examination of such major trends in Africa as political development, socialism, the one-party state, the role of the military, and the interaction between Africa and the West.

GOV 374 - Latin American Politics (3)

Comparative study of major institutions and forces in Latin American politics. Includes the role of parties, military, church, elites, and political economy, and the role of United States. Selected case studies from South and Central American and Caribbean.

GOV 375 - Political Change in Developing Nations (3)

Comparative study of political change in the context of selected African, Asian, and Latin American nations. Emphasis on both the process of development, and the structures of political competition.

GOV 378 - Chinese Politics (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of political dynamics and policy behaviors of the most intriguing political system in the world: China. The course examines the major aspects and functions of political systems, processes, and changes in China. The political system of China in the context of globalization attains prominent attention in the seminar as well. Same as IST 378. Prerequisite(s); if any: GOV 203.

GOV 382 - American Political Concepts (3)

American political concepts, especially justice and liberty, in their relation to courts and other political institutions Emphasis on development, under social and economic pressure, of American ideas concerning fundamental rights and of procedures for giving effect to them.

GOV 400 - Contemporary International Problems (1 to 3)

Select topics in Government and Politics. Topics vary year to year.

GOV 435 - Political Leadership and the American Presidency (3)

Study of political leadership as it relates to the American Presidency. Analysis of the institution, decision-making processes, exercise of power, and theories of presidential personalities. Seminar format. Prerequisite(s); if any: GOV 101, GOV 212, and GOV 251 or Permission of Instructor.

GOV 464 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor control and remedy abuse of sovereign power. Same as HRA 464.

GOV 465 - Political Risk Analysis (3)

This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as IST 465.

GOV 470 - Government and Politics - Internship (3 to 15)

A professional field experience that includes the production of an academic paper. Internships for more than six credits have additional academic components. May be repeated for up to 15 credits. Prerequisite(s); if any: Junior or Senior standing, Permission of Instructor (specific coursework may be required).

GOV 490 - Independent Study (1 to 6)

In depth exploration of political problems. Individual independent study based on a plan submitted by the

student. (Maximum credit of six hours with no more than three in any semester.). Prerequisite(s); if any: Permission of Instructor.

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.

Health Care Administration

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 if private practice, determination of interest, development of a viable business plan, and understanding the nuts-and-bolts of business ownership.

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.

Health Studies

HLS 101 - Introduction to Health Professions (1)

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

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

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

HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

HLS 203 - American Sign Language I (3)

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

HLS 204 - American Sign Language II (3)

Advanced study of ASL and deaf culture. Prerequisite(s); if any: HLS 203.

HLS 245 - Human Development Across the Life Span (3)

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

HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)

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

HLS 304 - Human Bones and Teeth (1)

Introduction to the human skeleton, teeth, and joints. Review of names and locations of all bones and teeth, joint types, and pathology using actual human remains and artificial models. Same as ANT 304. Prerequisite(s); if any: ANT 101 or ENG 101 or HLS 102.

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

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

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

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

HLS 309 - Medical Conditions and Implications (3)

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

HLS 313 - Physical Health & Wellness (3)

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

HLS 327 - Human Osteology (3)

Intensive introduction to the anatomy of the human skeleton, definition, and joints. Examination and identification of skeletal and dental morphology, joint types and functions, growth and development, and pathology using actual human remains and artificial models. Same as ANT 327. Prerequisite(s); if any: ANT 101 or BIO 101.

HLS 331 - Adapted Sports (3)

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

HLS 337 - Care of the Human Spirit (3)

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

HLS 354 - Healthcare Topics in Media (3)

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

HLS 381 - Kinesiology (0,3)

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

HLS 400 - Contemporary Topics in Health Care (1 to 3)

Current and emerging issues in health care will be addressed in depth. Topics will vary by semester in response to the needs and interests of students and faculty. May be repeated with different topics.

HLS 401 - Senior Seminar (3)

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

HLS 411 - Principles of Healthcare Reimbursement (3)

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

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

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

HLS 419 - Healthcare Advocacy and Navigation Seminar (3)

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

HLS 445 - Clinical Research (3)

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

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. Same as ENG 547. Prerequisite(s); if any: ENG 102.

History

HIS 123 - Race, Class, and Gender in Early America (3)

Race, class, and gender are critical social categories for understanding America's history from 1600 to 1877. The course content focuses on these categories as relationships of power and the bases of social identity. We will take a comparative view through the experiences of Native American, white, black, and immigrant women and men in Early America

HIS 126 - America 1500-1877 (3)

American survey to 1877. Emphasis on competing empires, colonial life, Revolutionary era, antebellum era, Civil War and Reconstruction.

HIS 127 - America 1877- to the Present (3)

US history survey since 1877. Emphasis on social movements, major wars, economics, politics, international affairs, and culture.

HIS 128 - Drugs in American History (3)

This course examines the history of the United States with a focus on the nation's complicated relationship with psychoactive substances. The course will examine political, social, and economic aspects of a range of 'drug' substances including: alcohol, nicotine, caffeine, coca, opium, cannabis, psychedelics, pharmaceuticals and more, and their role in shaping the history of the United States.

HIS 135 - The African American Experience (3)

Survey of the political, economic, and social legacy of the Transatlantic Slave Trade in North America and the Caribbean. Special focus on African-American history from 1619 to the present.

HIS 145 - The Pacific World (3)

This course surveys the history of the countries bordering the Pacific Ocean. We will focus on cross-cultural interaction and the factors that drive political, economic, social, and cultural exchange including East Asian Philosophies, Chinese influence in the Asian world, the West's changing role in Asia, and the 'Asian Century.'

HIS 165 - Europe and the World (3)

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

HIS 200 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year. Prerequisite(s); if any: Permission of the instructor.

HIS 207 - Medicine and Society (3)

Exploration of the interplay between healthcare and social issues in America since the Civil War. The course illuminates the interaction between medical science and the way attitudes toward medicine and medical providers have evolved.

HIS 266 - Modern Europe (3)

Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 273 - Russia and Its People (3)

In this course we will explore the amazing history of Russia and its people from their foundations in the 9th century to the present day Russian Federation. We will witness Russia's unique experience under its equally celebrated and infamous incarnations of its socio-political development from rival principalities, to Tsarist Empire, its experimentation with Communism, and into present-day World Power. Of particular focus will be how the Russian people developed their very identity, culture, and sense of history that still drive the very essence of Russia and its people to present day.

HIS 300 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year.

HIS 304 - The American Revolution (3)

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 504.

HIS 305 - Civil War and Reconstruction (3)

Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

HIS 308 - The United States in the World (3)

Development of United States foreign policy from the Early National period to present, emphasizing popular thought and different concepts of the national interest.

HIS 311 - History of New York State (3)

Study of economic, social, and political developments with particular emphasis on local history.

HIS 312 - American Immigration and Migration (3)

Analysis of: (1) sources, impact, and assimilation of immigrants from colonial times; (2) internal migration, focusing on movement of black population and Puerto Ricans to urban areas since World War II.

HIS 313 - U.S. Women's History (3)

Comparative historical study of American women and gender across time and in a diverse range of communities. Power, work, family, and sexuality.

HIS 323 - Civil Rights and African American Nationalism (3)

Development of civil rights and black power movements, and how liberal and nationalist ideology shaped the politics, economics, and culture of the African American community.

HIS 324 - Resistance, Race, and Labor (3)

Race and its impact on the development of the American working class.

HIS 325 - Making Public History (3)

Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as JLM 325.

HIS 334 - History of Colonial Africa (3)

African societies and European powers from 1870 to present. Africans' resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 335 - History of Modern South Africa (3)

How social dynamics, industrialization, nationalism, and gender shaped South Africa.

HIS 343 - Modern Japan (3)

Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, modernization, ultranationalism and world war, the economic miracle and its aftermath, and popular culture.

HIS 344 - Modern China (3)

The revolutionary transformations that have dominated the experience of 15th and 20th century China. Imperialism, nationalism, communism, cultural revolution, the 'capitalist road,' and China's present ascent to world power status.

HIS 345 - Constitutional Law in the Governmental Process (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Same as GOV 345. Prerequisite(s); if any: GOV 101.

HIS 347 - 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 547.

HIS 348 - Business and Society in East Asia (3)

How do we account for the economic rise of East Asia in the twentieth and twenty-first centuries? Did culture play a role in the economic and technological transformations of East Asia? Avoiding the stereotypes and dispelling the myths, this course will explore the links between business and technology on the one hand, and politics, culture, and society on the other.

HIS 357 - Japan in the Age of the Warrior (3)

Many of us 'know' about samurai- Japanese warriors- from movies, novels and popular histories, but few truly know about the reality of warriors' lives. By viewing Japanese warriors through history, literature, and film, we will uncover their sociopolitical origins, roles in society, and treatment in popular media.

HIS 364 - 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 564.

HIS 367 - Central Europe and the Balkans: Its People and History (3)

This course covers the unique historical development of Central Europe from the Middle Ages to the present day. Geographically, it focuses on Germany, Austria, Italy, Hungary, the Czech Republic, Slovakia, Bulgaria, Romania and the states of the former Yugoslavia. Lectures, readings, and discussions will emphasize the unique historical and social development of the people in these regions and how they shaped Europe's historical evolution.

HIS 371 - Russian History (3)

The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.

HIS 372 - Modern Russia (3)

From Tsarist Russia on the eve of Bolshevik Revolution through rise, development and demise of USSR, to emergence of post-Soviet Russia. Emphasis on governmental structures and political processes. Same as GOV 372.

HIS 381 - Germany in the Nazi Era (3)

Historical antecedents to the Empire, World War I, and Weimar Republic. Analysis of social organization, political structure, and economy before and during World War II. Diplomacy, military operations, occupation regimes, resistance movements, the 'final solution,' and aftermath of the war.

HIS 384 - Propaganda and Identity in Modern Europe (3)

This course explores the role of propaganda in shaping identity formation in Europe and the Western World. Beginning with the Protestant Reformation, the course focuses on the major historical events in Western Civilization that shaped the use of propaganda and led to its institutionalized use over the previous centuries including the French Revolution, the rise of Nationalism and Imperialism, the World Wars, Totalitarianism, the Cold War, and the rise of mass media. The class thereby explains the historical development and into recent events and students' daily experiences.

HIS 400 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year. Prerequisite(s); if any: Permission of the Instructor.

HIS 455 - Historical Methods (3)

Training in historical research involving location of sources, their critical evaluation, organization and writing of scholarly papers. Introduction to work of the more significant historians of the past. Prerequisite(s); if any: Junior Standing and one History course at the 300 level or above.

HIS 456 - Guided Historical Research (3)

Continuation of History 455. Substantial piece of original research written to professional standards required. Same as HIS 656. Prerequisite(s); if any: Senior Standing and HIS 455 and 3 History courses at the 300 level or above.

HIS 470 - History - Internship (1 to 6)

Participation in a discipline - or subject - related experience.

HIS 490 - Independent Research and Study (3)

Individual reading or research in a historical topic of interest, with the program to be arranged by agreement between the student and his or her instructor. May be repeated. Prerequisite(s); if any: Upper level (junior or senior) status and Permission of Instructor.

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 347 .

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.

Homeland Security and Emergency Management

HEM 301 - Introduction to Homeland Security and Emergency Management (3)

Creation of the U.S. Department of Homeland Security and its components. Historical review of emergency management development and

advancement to current day. Practical exercise in planning, response, mitigation, and recovery.

HEM 305 - Terrorism (3)

International and domestic terrorism issues affecting Justice Studies in the United States. Includes history of terrorism and practical exercises in anti-terrorism.

HEM 307 - Homeland Security and Counter Terrorism (3)

Safeguarding and managing America's national critical infrastructures under threat. Conducting vulnerability assessments and target hardening exercises. Counter-terrorism issues as they relate to Homeland Security.

HEM 321 - Leadership Issues in Homeland Security and Emergency Management (3)

Effective measures for personal and professional leadership, and decision-making for crisis leadership and command; including complex issues of inter-agency command, planning, and coordination. Prerequisite(s); if any: HEM 301.

HEM 328 - Security Administration (3)

Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

HEM 332 - Technological Challenges in Homeland Security and Emergency Management (3)

Technical and electronic issues affecting homeland security and emergency management in the United States with an emphasis on communications and cyber capabilities. Prerequisite(s); if any: HEM 301.

HEM 343 - Legal Issues in Homeland Security and Emergency Management (3)

Legal and liability issues affecting homeland security and emergency management operations in the United States. Case law and current litigation will be reviewed. Prerequisite(s); if any: HEM 301.

HEM 354 - Communications in Homeland Security and Emergency Management (3)

The various levels and types of communications that have bearing on the fields of homeland security and emergency management, including diversity and

cultural issues, inter-agency relations, public relations, and crisis control. Prerequisite(s); if any: HEM 301.

HEM 368 - Issues in Border and Transportation Security (3)

Historical and contemporary challenges in U.S. transportation security. Ongoing balance between the free flow of people, goods, and services across U.S. borders and homeland security issues.

HEM 380 - All Hazards: Planning, Response, Mitigation, and Recovery (3)

The role that emergency management personnel play in managing man-made and natural disasters. Specifically, this course examines the four phases of Emergency Management: Planning, Response, Mitigation, and Recovery. Prerequisite(s); if any: HEM 301.

HEM 391 - The National Incident Management System and The Incident Command System (NIMS and ICS) (3)

Examination of operational framework, including the National Incident Management System and Incident Command System, used in a multi-agency response to critical incidents. Prerequisite(s); if any: HEM 301.

HEM 461 - Senior Seminar - Homeland Security and Emergency Management (3)

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

HEM 470 - Homeland Security and Emergency Management - Internship (6 to 15)

Participation on staff of homeland security or emergency management agency under co-supervision of faculty and agency personnel. Field experience, periodic conferences and seminars, written and reading assignments designed to combine theory and professional practice. Prerequisite(s); if any: Permission of Instructor.

HEM 475 - Senior Project (3 to 6)

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

Human Rights Advocacy

HRA 200 - Select Topics: Human Rights Advocacy (1 to 3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

HRA 211 - Introduction to Human Rights (3)

Introduction to contemporary human rights problems and the global response to these issues. Same as: GOV 211.

HRA 400 - Contemporary International Problems (1 to 3)

HRA 464 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and region inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as GOV 464.

HRA 470 - Human Rights Advocacy - Internship (1 to 12)

Participation in a discipline - or subject - related experience.

HRA 490 - Independent Study (1 to 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.

HRA 500 - Select Topics: Human Rights Advocacy (3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

International Studies

IST 101 - World Regional Geography (3)

Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

IST 225 - Chinese Civilization and Culture (3)

Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

IST 226 - Traditional Chinese Medicine (3)

Cultural, historical, and literary contexts of Traditional Chinese Medicine. Introduction to medical terminology, principles, concepts, diagnosis and various therapeutic modalities. Ethnographic approach with some comparison of Chinese and Western medical theory and practice.

IST 235 - Russian Civilization and Culture (3)

Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required

IST 247 - Japanese Civilization and Culture (3)

Introduction to modern Japan, Japanese society and culture economy and business, politics and diplomacy. Offered only as part of the Japan summer program at Osaka International University.

IST 248 - American Civilization and Culture (4)

Interdisciplinary introduction to modern American culture, geography, history, and society. Emphasis on multiculturalism, U.S. politics and government, economy, and business. Prerequisite(s); if any: Permission of Instructor required.

IST 300 - Select Topics: International Studies (1 to 3)

Topics of various aspects of international studies. May vary from year to year.

IST 323 - Civil Society in Cyberspace: The Internet in China (3)

Examination of China's Internet Communications Technology revolution, exploring social, cultural, political, and economic implications of China's transition in to a more information-rich and communication-intensive society.

IST 377 - Comparative Criminal Justice: Study Abroad (3)

Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as CRJ 377.

IST 378 - Chinese Politics (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of political dynamics and policy behaviors of the most intriguing political system in the world: China. The course examines the major aspects and functions of political systems, processes, and changes in China. The political system of China in the context of globalization attains prominent attention in the seminar as well. Same as GOV 378. Prerequisite(s); if any: GOV 203.

IST 400 - Contemporary International Problems (1 to 3)

Consideration of one or more contemporary problems which are international in scope. Prerequisite(s); if any: Permission of Instructor.

IST 465 - Political Risk Analysis (3)

This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as GOV 465.

IST 470 - International Studies - Internship (3 to 6)

Guided experience in international firm or agency. Written reports and periodic meetings with adviser and field supervisor. Prerequisite(s); if any: Upper level standing and permission of instructor and division dean.

IST 471 - Japanese Studies - Internship (3)

Guided experience in a Japanese business or government office. Written reports, readings, and periodic meetings with adviser and field supervisor. Offered only as part of the Japan summer program at Osaka International University.

IST 487 - Senior Seminar in International Studies (3)

Consideration of one or more international problems.

IST 490 - Independent Study (1 to 6)

In depth exploration of an international problem. Individual independent study based on a plan submitted by student. (No more than three hours in any semester.) Refer to College regulations concerning independent study for guidelines.

Intensive English Language

IEL 90 - Structure & Composition (0)

Build and apply knowledge of different types of academic writing and the grammar of academic writing. Complete a variety of academic writing activities, the conventions of researching, drafting, citing, revising, and editing are practiced. Corequisite(s): IEL 91, IEL 92, IEL 93.

IEL 91 - Reading & Vocabulary I (0)

Develop reading skills to be successful in academic courses. Develop academic reading skills by building academic vocabulary, practicing note-taking of academic readings, understanding and answering test questions, and develop critical thinking skills. Corequisite(s): IEL 90, IEL 92, IEL 93.

IEL 92 - Oral Communication I (0)

Learn and practice academic oral communication skills related to speaking and pronunciation. Practice the conventions of communicating in the American university classroom, complete academic speaking tasks and improve pronunciation. Corequisite(s): IEL 90, IEL 91, IEL 93.

IEL 93 - Listening & Note-Taking I (0)

Develop listening skills to be successful in academic courses. Develop academic listening skills by building academic vocabulary, practicing note-taking of academic lectures, understanding and answering test questions, and develop critical thinking skills. Corequisite(s): IEL 90, IEL 91, IEL 92.

IEL 94 - Structure & Composition II (0)

Continue to build and apply knowledge of different types of academic writing and its grammar. Complete a variety of academic writing activities in which the conventions of researching, drafting, citing, revising, and editing are practiced. Prerequisite(s); if any: IEL 90 or placement test. Corequisite(s): IEL 95, IEL 96, IEL 97.

IEL 95 - Reading & Vocabulary II (0)

Continue developing reading skills to be successful in academic courses by building academic vocabulary, practicing note-taking of academic readings, understanding and answering test questions, and develop critical thinking skills. Prerequisite(s); if any: IEL 91 or placement test. Corequisite(s): IEL 94, IEL 96, IEL 97.

IEL 96 - Oral Communication II (0)

Continue to learn and practice academic oral communication skills related to speaking and pronunciation. Continue to practice the conventions of communicating in the American university classroom, complete academic speaking tasks and improve pronunciation. Prerequisite(s); if any: IEL 92 or placement test. Corequisite(s): IEL 94, IEL 95, IEL 97.

IEL 97 - Listening & Note-Taking II (0)

Continue developing listening skills to be successful in academic courses by building academic vocabulary, practicing note-taking of academic lectures, understanding and answering test questions, and develop critical thinking skills. Prerequisite(s); if any: IEL 93 or placement test. Corequisite(s): IEL 94, IEL 95, IEL 96.

Italian

ITA 101 - Beginning Italian I (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose

ITA 102 - Beginning Italian II (3)

Continuation of ITA 101. Prerequisite(s); if any: ITA 101 or equivalent.

ITA 200 - Select Topics: Italian (3)

Topics of various aspects of Italian. May vary from year to year.

ITA 201 - Intermediate Italian I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: ITA 102.

ITA 202 - Intermediate Italian II (3)

Continuation of ITA 201. Prerequisite(s); if any: ITA 201.

ITA 300 - Advanced Italian II (3)

Japanese

JPN 101 - Beginning Japanese I (3)

JPN 102 - Beginning Japanese II (3)

Journalism Studies

CMM 181 - Intro to Mass Communication (3)

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

CMM 188 - Digital Toolkit (3)

This course is the starting point for creating multimedia content. Students will get a hands-on introduction to the tools and techniques of multimedia production including video, audio, photography and non-linear editing. They'll develop their skills through class assignments and online content management, and they'll use them to create stories. The course involves extensive use of cameras, microphones and editing software.

CMM 261 - Media Writing (3)

While each of us may enjoy speaking or typing our words, in media, the person receiving your words is thinking one thing: What are you trying to tell me? Media Writing helps you think critically about your writing as it relates to different platforms and audiences. You will consider both the content and structure of each composition- from a 140-character Tweet to a 500-word story. More importantly, Media Writing prepares you for the professional world with a focus on judgement, accuracy and fairness.

CMM 261L - Media Writing Lab (1)

The written word serves as the foundation for all mass media production. While CMM 261 examines story structure and the importance for different media platforms, the co-requisite Media Writing Lab underscores the importance of word choice, sentence construction and meaning.

CMM 450 - Fieldwork in Communication and Media (3)

Students will complete an on-site work experience relevant to the Communication and Media major. A minimum of 120-hours must be spent on-site during the semester. Students will also attend weekly one-hour class meetings that focus on career related issues such as resumes, cover letters, portfolios, job searching techniques, networking, interviewing, and negotiation. Prerequisite(s); if any: Instructor Permission Required.

CMM 467 - Communication Law (3)

The First Amendment to the United States Constitution provides individuals and society with cherished rights and protections, including freedom of religion, freedom of speech, and freedom of the press. The history, development, interpretation and application of the First Amendment is explored, as are areas for potential conflicts such as governmental restraint of speech, the right to access places and information, maintaining confidentiality of sources, obscenity, commercial speech, and the rights of a free press versus the right to a fair trial. Communication and media related issues such as libel, privacy, intellectual property and government regulation are also addressed.

JLM 130 - Tangerine Practicum (1)

Participation on the staff of the campus newspaper, the Tangerine. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 133 - UC TV Practicum (1)

Participation in the staff of UC TV. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 135 - Video Editing Practicum (1)

This class is designed to teach the techniques of non-linear video editing, including motion and effects. The class will focus on technical skills and aesthetic choices. Class meets one day a week and is open to all majors.

JLM 241 - Television Sportscast (3)

Instruction and experience producing and delivering broadcast sports reports on television newscasts. Emphasis on sports writing for broadcast and studio work.

JLM 259 - Broadcast News Writing (3)

Introductory instruction and experience writing news stories for radio and TV. Emphasis on writing anchor copy and field packages including soundbites.

JLM 262 - Information Gathering & Storytelling (3)

Instruction and experience in gathering and reporting news. Emphasis on developing stories in depth, interviewing skills, following a beat. Writing for campus newspaper required. Prerequisite(s); if any: CMM 261 or Permission of Instructor.

JLM 276 - Television Story Production (3)

Techniques and skills needed to produce news, public service announcements, and other programming styles. Emphasis on camera work, field audio recording, and video editing.

JLM 285 - Sports and the Media (3)

Sports have a significant presence in multiple media formats, such as online, television, radio and print. Yet, the various relationships between sport and the media are complex, and often filled with conflicts. These relationships are views from historical, cultural, and business perspectives, as are issues involving the portrayal of race, gender, violence and aggression, business, and free agency in mediated sport. Same as PRL 285.

JLM 290 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 300 - Select Topics: Journalism (1 to 3)

Topics in various aspects of journalism. May vary from year to year. Prerequisite(s); if any: Permission of the Instructor.

JLM 325 - Making Public History (3)

Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as HIS 325.

JLM 336 - Media Programming Strategies (3)

Theory and practice of broadcast, cable, and Internet program evaluation, selection, and scheduling. Includes decision-making strategies of commercial television, radio, and cable systems, at the network, corporate, and local levels, and non-commercial media. Prerequisite(s); if any: CMM 181 or Permission of Instructor.

JLM 345 - Broadcast Announcing and Presentation (3)

Introduction to various aspects of broadcast presentation including announcing for radio and television, studio interviewing, and on-camera presentation in the field and studio. Emphasis on developing presentation skills for news, public service announcements and commercials. Prerequisite(s); if any: CMM 103.

JLM 362 - Watchdog Reporting (3)

Instruction and experience in reporting politics, police, courts, government, education, environment, and other special topics related to communities. Prerequisite(s); if any: JLM 262.

JLM 363 - Magazine Article Writing (3)

Non-fiction magazine articles and the marketplace today, article ideas and types, query letter writing, networking, copyright, interviewing, search for illustrations, writing styles, and research techniques. Prerequisite(s); if any: ENG 102 or CMM 261 or Permission of Instructor.

JLM 364 - Editing (3)

Skills and techniques required in editorial positions. Copy editing, headline writing, photo selection and editing. Prerequisite(s); if any: CMM 261.

JLM 365 - Information Design (3)

Principles and techniques of design with hands-on experience producing feature newspaper pages, computer-designed newsletters, and web pages. Integrating text photos, art-work and other graphic elements.

JLM 371 - Data and Story (3)

Data and Story introduces the concept of data journalism as students make the connection between computational outputs, social media and multiplatform storytelling. Concepts, tools and techniques are introduced throughout this collaborative and

interdisciplinary course before students embark on a series of story and information gathering tasks in the greater Utica area. Students will use data and written, aural or visual storytelling to explore larger regional questions.

JLM 372 - Essentials of News

Photography (3)

Use of still cameras to record news events and create feature photos for print media. Discussion of modern photographic methods. Techniques of photojournalism. Students are responsible for regular access to a 35mm film camera.

JLM 373 - Digital Photography & Photoshop Techniques (3)

Use of still cameras, scanners and large manipulation software to produce photographs for print and digital media. Discussion of current photojournalistic practice and techniques.

JLM 374 - Sportswriting (3)

Examines changes in nation's sports pages, methods used to cover community, college, amateur and professional athletics. Students work for area media. Prerequisite(s); if any: CMM 261.

JLM 378 - Television News Field Reporting and Production (3)

Producing news stories for broadcast. Emphasis generating stories, reporting, spot news, interviewing writing to video, production and post-production. Prerequisite(s); if any: JLM 276, or COM 276, or JLM 376 or COM 376.

JLM 381 - Censorship (3)

History and analysis of censorship in the United States. Impact on the press, broadcasting, literature, film, and the fine arts.

JLM 390 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 400 - Topics in Journalism Studies (1 to 6)

Advanced consideration of selected topics in journalism. May be repeated up to six credit hours provided topics are not the same. Prerequisite(s); if any: CMM 261 or Permission of Instructor.

JLM 401 - Media Ethics in Contemporary Society (3)

Ethical and moral considerations as they apply to media and journalists; acceptable and unacceptable practices of contemporary media. Discussion of various media codes of ethics and their applications. Prerequisite(s); if any: JLM 262.

JLM 433 - The Olympics (3)

Historical and contemporary view of the Olympics as a sociological, marketing, and business phenomenon. Emphasis on marketing communication and public relations strategies used to promote the Olympics and athletes. Same as PRL 433. Prerequisite(s); if any: PRL 285 or permission of instructor.

JLM 435 - Sports and Television (3)

The Super Bowl is the highest rated television program event every year and Super Bowl Sunday has become a de facto holiday. ESPN is one of the most profitable networks in the history of the television. Five of the top ten highest rated television programs of all time are sporting events. The complex symbiotic relationship between sports and television involves a number of players, including producers and programmers; broadcast networks; national and regional sports networks; local television stations; pay-per-view suppliers; and sports organizations. The relationship people have with televised sport and the way televised sport can impact society is also presented.

JLM 454 - The Business of Sports (3)

The sporting industry generates hundreds of billions of dollars every year. As such, the decisions made by sports business leaders, be that in the small market clubs or top tier organizations, can have profound impacts. Challenges that sports business leaders face include stadium management and funding, economics and finance, media rights, negative publicity, licensing, ownership structure and finances, and labor relations. Issues involving college sports are also presented. Same as PRL 454 and SPM 454. Prerequisite(s); if any: ENG 102 and PRL 285.

JLM 461 - Multimedia Web Design (3)

Writing and editing stories for online presentation as well as examination of the theoretical, ethical and

legal issues involved in working on the Web. Topics include online story structure, linking strategies, and Web usability and design. Prerequisite(s); if any: JLM 261

JLM 470 - Journalism Studies - Internship (1 to 12)

On-site experience with media. On-site hours determined by credits. Weekly journals and paper required. Course may be repeated up to a total of 12 credits. Prerequisite(s); if any: CMM 261 and JLM 262. Minimum grade of 'C' in each. Permission of Instructor required.

JLM 476 - Producing and Anchoring the News (3)

Plan and execute all facets of producing weekly newscast, including selecting, writing, editing and prioritizing stories. Rotate through roles (anchor, producer, writer, reporter, editor, camera). Programs recorded in Simon studio. Course may be taken twice. Prerequisite(s); if any: JLM 259 and JLM 276 or Permission of Instructor.

JLM 490 - Independent Study (1 to 3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

Latin

LAT 101 - Beginning Latin I (3)

Introduction to Latin grammar and syntax with an emphasis on vocabulary building and English derivatives. Reading of simple prose and study of aspects of Roman culture.

LAT 102 - Beginning Latin II (3)

Continuation of LAT 101. Prerequisite(s); if any: LAT 101.

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.

SCI 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.

Literature

LIT 205 - World Literature to 1650 (3)

May include Greek and Roman epic, lyric, drama, comedy, and pastoral as well as works by Chretien de Troyes, Dante, Cervantes, and others in translation.

LIT 206 - World Literature from 1650 to the Present (3)

A study of world literature from 1650 to the present. This course will highlight the local and global significance of texts written by global writers, and analyze the cross-cultural and intertextual connections among these works.

LIT 334 - Greek & Roman Mythology (3)

A study of those myths which have had significant influence on later literature and art. Readings in translation selected from the great authors of antiquity. Prerequisite(s); if any: ENG 102.

LIT 347 - Images of Women in Literature (3)

Examination of women's roles in texts by authors of both genders. Critical views of female characters in literature. Understanding of gender roles in literature of various cultures. Prerequisite(s); if any: ENG 102.

LIT 356 - From Fairy Tale to Modern Fantasy (3)

Study of the fairy tale from its Romantic European forms to modern British and American developments. Readings include: Grimm, Anderson, E.T.A.

Hoffmann, MacDonald, Tolkien, LeGuin.
Prerequisite(s); if any: ENG 102.

LIT 358 - World Literature in English (3)

Modern and contemporary literature in English from Africa, Asia, the Caribbean, and the Pacific. All genres; may include works by Achebe, Narayan, Rushdie, Soyinka, Head, Salkey, and others.
Prerequisite(s); if any: ENG 102

LIT 373 - The Novel (3)

Historical development of the novel in either the British, American, or Western literary tradition. Topics include point of view, narrative voice and technique, idea and form, and character. Same as ENG 373. Prerequisite(s); if any: ENG 102.

LIT 400 - Topics in World Literature (3)

Concentrated study - primarily in translation - of genres, masterpieces, movements, periods, or themes. Topics will vary from term to term. Prerequisite(s); if any: ENG 102.

Business and Management

BUL 302 - Law of Business Organizations (3)

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

FIN 322 - Managing Information Systems (3)

Principles of databases and information systems from the following perspectives; accounting, executive, marketing, manufacturing, financial, and human resources. Includes decision support and knowledge-based systems. Prerequisite(s); if any: MGT 201 and CSC 117.

FIN 357 - Retirement Planning and Employee Benefits (3)

Financial planning for individuals and families; retirement planning, estate planning, special circumstances savings goals, managing cash flow and debt, evaluating credit, and the appropriate application of insurance or annuity products. Prerequisite(s); if any: RMI 273.

FIN 483 - Cases in Financial Planning (3)

The capstone course in financial planning enhances the knowledge and skills of students seeking to attain CFP certification, including the ability to deliver professional and competent financial planning services to the public. The course integrates financial planning subjects learned in the previous six courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to develop financial planning recommendations and construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. For the final project, students will prepare and present a comprehensive plan to the faculty.

MGT 101 - Introduction to Contemporary Business (3)

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

MGT 103 - Introduction to the Business of Health Care (3)

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

MGT 201 - Principles of Organization and Management (3)

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

MGT 202 - Applied Integrated Management (3)

Integration of teamwork, leadership, business strategy, marketing and sales strategy, customer value, financial

reporting, profit management, quality improvement, supply chain management in a global environment through a marketplace computer simulation exercise. Prerequisite(s); if any: MGT 201

MGT 300 - Select Topics: Management (1 to 3)

Topics in various aspects of Management. May vary from year to year.

MGT 301 - Strategic Management (3)

A case study course integrating business strategy at the strategic management level; includes: crafting and executing a world-class strategy, analysis of internal and external environments; competitive, offensive, defensive, merger and acquisition and global strategies. Prerequisite(s); if any: ECN 241, FIN 333, MAT 144 and MGT 202

MGT 325 - Management of Technology (3)

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

MGT 371 - Human Resource Management (3)

Advanced examination of HRM functions, its role in organizations, and its future implications for managers and others. Emphasis on areas of HRM specialization. Prerequisite(s); if any: MGT 201.

MGT 372 - Operations Management (3)

Operational process design, planning and control. Includes project management, process analysis, forecasting, inventory control, manufacturing process selection and design, aggregate sales and operations planning, material requirements planning and scheduling. Prerequisite(s); if any: ECN 241, MGT 201, MAT 144.

MGT 375 - Labor Relations and Collective Bargaining (3)

Collective bargaining as a basic process of the determination of wages and other terms of employment; the mechanics followed by unions and management; the role of government and law; the

administration of collective agreements. Prerequisite(s); if any: MGT 201

MGT 379 - Foundations of Entrepreneurship (3)

Provides a foundational understanding of the essential role entrepreneurship plays in the 21st century local and global economies with a focus on the creation of new ventures, the ways in which they are developed, and factors associated with their success.

Prerequisite(s); if any: MGT 101 or MKT 211.

MGT 400 - Select Topics: Management (1 to 3)

Topics in various aspects of Management. May vary from year to year.

MGT 401 - Management Science (3)

Quantitative methods used in business problem solving and decision making. Includes linear programming, transportation and assignment, forecasting, project scheduling, inventory models, waiting line models, simulation, and Markov processes. Prerequisite(s); if any: MAT 143, ECN 241 and MGT 201.

MGT 422 - Management of Technology (3)

Competitive advantage through management of information technology, electronic commerce, data warehousing, data mining, supply chain management, knowledge management, enterprise resources planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisite(s); if any: CSC 117 and MGT 202.

MGT 428 - Strategic Management and Leadership (3)

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

MGT 431 - Entrepreneurship Innovation (3)

The incubator for entrepreneurial endeavors guides product or service development; empowers student teams to construct sustainable business models regionally, nationally, and globally through digital

advancement; and allows students to promote their creations to a larger audience. Prerequisite(s); if any: MGT 379.

MGT 432 - Entrepreneurship Financing (3)

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

MGT 451 - Advanced Management Applications (3)

Capstone course integrating marketing, human resources, finance, and operations functional areas through case study analysis, computer simulation, company tours, and or consulting-type class projects for local businesses. Application of management theory in real-world environment. Prerequisite(s); if any: MGT 201.

MGT 459 - International Business Management (3)

Case study of multinational enterprise management, including international expansion, conflicting forces of global integration, local responsiveness, evolution of multinational, international, and global strategies, cross-border alliance strategies, transnational organizations, and strategy implementation. Prerequisite(s); if any: ECN 443 and MGT 428.

MGT 470 - Management - Internship (3)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/Fail. SPM 470. Prerequisite(s); if any: Open to junior management majors with a 2.8 GPA or higher.

MGT 471 - Organizational Behavior (3)

Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisite(s); if any: PSY 101 and MGT 201.

MGT 473 - Total Compensation: Theories and Practices (3)

Managing employee compensation and benefits; the effects of pay decisions on individual behavior and organizational performance; why employers choose a particular pay program and how it is implemented. Prerequisite(s); if any: MGT 371.

MGT 474 - Human Resource Development (3)

Theories, models, and applications for Human Resource Development (HRD). Critical topics; discussion of theories, models, and related research. Prerequisite(s); if any: MGT 371.

MGT 490 - 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.

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. Same as. Prerequisite(s); if any: Restricted to HCA majors.

Marketing

MKT 211 - Principles of Marketing (3)

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

MKT 300 - Select Topics: Marketing (1 to 3)

Topics in various aspects of Marketing. May vary from year to year.

MKT 311 - Elements of Integrated Marketing Communication (3)

Discussion of the various tools of marketing communication, their strengths and weaknesses, how to measure their effectiveness, and the legal and ethical aspects of marketing communication efforts. Prerequisite(s); if any: MKT 211.

MKT 313 - Marketing Research (3)

Readings, lectures, and discussion of cases based on the application of market research techniques to marketing problems. Prerequisite(s); if any: MGT 201, ECN 241, MAT 143 and MKT 211.

MKT 315 - Consumer Behavior (3)

Needs and behaviors of consumers; relationship of consumers with organizations, and how consumers make decisions regarding products and services.

MKT 400 - Advanced Topics (3)

MKT 401 - Retail Marketing (3)

An overview of retail marketing at the operational level. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 404 - Industrial Marketing (3)

Marketing requirements for those organizations addressing and serving the needs of industrial, institutional and governmental markets. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 412 - Sales Management and Personal Selling (3)

Planning, organizing, supervising, training, and administrative functions of sales force. Basic theories of inter-personal relationships, communication organization. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 414 - Marketing Channels (3)

A study of the evolutionary aspects of marketing channels, the environmental factors that cause channel evolution, and the consideration underlying channel selection decisions. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 415 - International Marketing (3)

In-depth exploration of marketing practices. Focus on managerial and operational problems of world enterprise with emphasis on the ethnic and cultural differences influencing marketing strategy. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 481 - Marketing Management (3)

A study of the broad aspects of distribution on a decision-making level. Analysis and forecasting of demand, structure of distribution, selection of channels of distribution, and promotional procedure are some of the topics covered. Prerequisite(s); if any: MKT 311 and MKT 313

Mathematics

MAT 100 - Basic Mathematics (1 to 2)

Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, operations with algebraic expressions, factoring, linear equations, solutions of word problems. Two credits during regular semesters and one credit during Summer Institute. Prerequisite(s); if any: Admission by Mathematics Placement Test.

MAT 107 - Excursions in Mathematics (3)

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

MAT 112 - Basic Statistics (3)

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

MAT 124 - Intermediate Algebra (3)

Operations with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques. Mathematics 124 may not be taken for credit after receiving a grade of C or better in Mathematics 151 or above. Prerequisite(s); if any: MAT 100 or satisfactory performance in Mathematics Placement Test administered by the mathematics department, or Permission of Instructor.

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

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

MAT 144 - Mathematical Analysis for Business & Economics II (3)

Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite(s); if any: MAT 143.

MAT 147 - Mathematics for Cyber Security (3)

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

MAT 151 - Pre-Calculus (3)

Elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions, quadratic curves, and introduction to analytic geometry. Prerequisite(s); if any: MAT 124, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 201 - Calculus I (3)

Review of analytic geometry and trigonometric functions. Limits, derivatives, maxima and minima, related rates, graphs, differentials, mean value theorem. Prerequisite(s); if any: MAT 151 or satisfactory performance in mathematics placement

test administered by mathematics department, or permission of instructor.

MAT 202 - Calculus II (3)

Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hopital's rules; improper integrals and methods of integration. Prerequisite(s); if any: MAT 201.

MAT 300 - Select Topics: Mathematics (1 to 3)

Topics in various aspects of Mathematics. May vary from year to year.

MAT 301 - Calculus III (3)

Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite(s); if any: MAT 202.

MAT 302 - Calculus IV (3)

Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite(s); if any: MAT 301.

MAT 303 - History of Mathematics (3)

Study of mathematical concepts in historical perspective lives, character, and contributions of the mathematicians and the relation of mathematics to other sciences. Prerequisite(s); if any: MAT 201 or permission of instructor.

MAT 305 - Fundamental Structures of Mathematics (3)

Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof. Prerequisite(s); if any: MAT 202 or permission of instructor.

MAT 313 - Mathematics: A Heuristic Approach (3)

Historical and developmental perspectives. Problem solving and pattern recognition. Motivational techniques. Practical applications, emphasis on knowledge and understanding of subject matter. Diagnostic tools to detect and correct common misconceptions. Assessment and statistical interpretation of errors. Prerequisite(s); if any: MAT 202 or permission of instructor.

MAT 317 - Ordinary Differential Equations (3)

First and second order differential equations, linear equations of higher order, power series solutions. Existence of solutions. Systems of differential equations. Application of differential equations. Prerequisite(s); if any: MAT 301.

MAT 321 - Probability & Statistics (3)

Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite(s); if any: MAT 301.

MAT 322 - Mathematical Statistics (3)

Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite(s); if any: MAT 321.

MAT 331 - Linear Algebra (3)

Systems of linear equations, matrices, determinants, vectors vector spaces and subspaces, linear independence, basis and dimension, orthonormal bases, Gram-Schmidt process, eigenvalues and eigenvectors, diagonalization, linear transformations, applications. Prerequisite(s); if any: MAT 202 or Permission of Instructor.

MAT 334 - Introduction to Abstract Algebra (3)

Elementary theory of groups, rings, domains, and fields, including the integers and polynomial rings and their applications. Quaternions and the Cayley numbers. Prerequisite(s); if any: MAT 305 with grade of C or better, or Permission of Instructor.

MAT 341 - Number Theory (3)

Topics include prime numbers, greatest common divisors, congruences, Wilson's, Fermat's and Euler's Theorems, polynomial congruences, perfect numbers, primitive roots, indices, quadratic residues, Legendre symbol, quadratic reciprocity law. Prerequisite(s); if any: MAT 305 or Permission of Instruct.

MAT 351 - Euclidean & Non-Euclidean Geometries (3)

Euclidean geometry examined as a system of carefully formulated axioms, precise definitions, and rigorous proofs of theorems in plane and solid geometry. History, foundation and applications of the non-Euclidean geometries: Lobatchevskian and

Reimannian. Prerequisite(s); if any: MAT 305 or Permission of Instructor.

MAT 390 - Independent Study (1 to 3) Independent Study (1-3) IR

MAT 400 - Topics in Higher Mathematics (3)

In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Prerequisite(s); if any: Permission of Instructor required.

MAT 401 - Real Analysis I (3)

Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisite(s); if any: MAT 302 and MAT 305 or Permission of Instructor.

MAT 402 - Real Analysis II (3)

Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite(s); if any: MAT 401.

MAT 413 - Mathematics: A Heuristic Approach: Practicum (4)

Students apply the principles learned in MAT 313 in a MAT 100 classroom, participating in planning, preparation, presentation, and assessment. Discussion and analysis. Daily journal required. Prerequisite(s); if any: MAT 313. By invitation only.

MAT 484 - Complex Variables (3)

Analytic functions. Harmonic functions. Cauchy's Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite(s); if any: MAT 401.

MAT 486 - Numerical Analysis I (3)

Iteration, interpolation, and approximation. Numerical solutions of equations and systems of equations. Numerical differentiation and integration. Prerequisite(s); if any: MAT 302 and CSC 101, or Permission of Instructor.

MAT 487 - Numerical Analysis II (3)

Difference equations. Numerical solutions of differential equations. Approximations by spline

functions. Least squares approximation.
Prerequisite(s); if any: MAT 486.

MAT 490 - Independent Study (1 to 3)
Independent Study (1-3) IR

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.

Military Science

MSL 101 - Leadership & Development (0, 1)

Basic drill and ceremonies, physical conditioning, land navigation, first aid, leadership techniques, weapons familiarizations, and small-unit tactics.

MSL 102 - Foundations of the US Army (1)

Leadership fundamentals such as goal setting, problem solving, leadership attributes, and core values.

MSL 201 - Innovative Team Leadership (0, 1)

Developing leadership strategies and styles by examining team dynamics and leadership theories.

MSL 202 - Leadership & Problem Solving (1)

Examines challenges of leading teams; exploring the dynamics of adaptive leadership, practice/assess own leadership and communication styles.

MSL 301 - Leading Small Organizations (0, 1)

This course is designed to teach small unit leadership and introduce students to the planning process and Army operations.

MSL 302 - Advanced Leadership (1)

Junior and senior level courses expanding on basic subject areas. This includes leadership and management development: command, control, staff operations, planning and organizing.

MSL 401 - Mil Professionalism & Ethics (0, 1)

How Army values and leader ethics are applied and how they are relevant to everyday life.

MST 402 - Advanced Leadership Course and Leadership Laboratory (0, 2)

Junior and senior level courses which expand on basic subject areas. Leadership and management development, with classes on command, control, staff operations, planning, and organizing. Taught in each semester of the Advanced Course (last two years) of the curriculum.

Music

MUS 110 - Choir (1)

The study, rehearsal, and performance of choral music. Three hours of rehearsal a week. May be taken four times for credit.

MUS 115 - Introduction to Music (3)

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

MUS 120 - Utica College Concert Band (1)

Study, rehearsal, and performance of music for band and, as instrumentation permits, stage band as well. Three hours of rehearsal a week. May be taken four times for credit.

MUS 130 - Beginning African Drumming (1)

Basic hand drumming techniques: (tone, bass slap, muffle), and their application to the rhythms from different parts of Africa. Ewe people and culture, ensemble playing, call and response, improvisation. May be taken up to three times for credit.

MUS 150 - Applied Music: Beginning Instrumental Instruction (1)

Solo instrumental instruction. Students may take a combination of MUS 150 and MUS 160 a total of six times for credit.

MUS 160 - Applied Music: Advanced Instrumental Instruction (1)

Advanced solo instruction in instrumental music. A combination of MUS 150 and MUS 160 may be taken a maximum of six times for credit. Prerequisite(s); if any: MUS 150 and audition or Permission of Instructor.

MUS 170 - Applied Music: Beginning Voice Instruction (1)

Solo voice instruction. May be repeated four times for credit.

MUS 180 - Applied Music: Advanced Voice Instruction (1)

Individual vocal instruction of advanced scope and difficulty. Combination of MUS 170 and MUS 180 may be taken six times for credit. Prerequisite(s); if any: MUS 170 plus audition or permission of instructor.

MUS 200 - Topics in Music: Beginning Drumming (1)

MUS 230 - Instrumental Ensemble (1)

Techniques of instrumental performance and styles through listening, discussion, and performance. Experience required in particular genre offered. Audition may be required.

MUS 245 - History of Music I (3)

Survey of Western music from its Greek origins through the Baroque period, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 246 - History of Music II (3)

Survey of Western music from the latter part of the Baroque period to the present, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 250 - Intermediate Group Instruction: Instrumental (1)

Group instruction in specific instruments. Topics will vary from semester to semester. May be repeated for credit three times provided instrument is not the same.

MUS 260 - String Ensemble (1)

Study, rehearsal, and performance of music for string ensemble. May be taken four times for credit.

MUS 300 - Select Topics: Music (1 to 3)

Topics in various aspects of Music. May vary from year to year.

MUS 325 - History of Contemporary Music - Jazz (3)

Jazz styles, forms, history, literature, cultural influences, musical structure, and prominent performers.

MUS 326 - History of Contemporary Music - Hip Hop (3)

Hip Hop forms, contributors, political and historical contexts, and outstanding musical performers. Hip Hop's pre-history, early history, structure and culture,

genres, and personalities, and its impacts on the music we listen to today.

MUS 327 - History of Contemporary Music- World Music (3)

Comparison of music styles as they relate to other cultures around the globe. We will study the traditional instruments, forms, and performers of Asia, Oceania, Middle East, Africa, Europe, Caribbean, Central and South America.

MUS 328 - History of Contemporary Music- Rock (3)

American music through a study of the contributions of various ethnic groups, folk and art sources, leaders in composition, and outstanding musical performers.

Nursing

HLS 102 - Introduction to Interprofessional Education (1)

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

NUR 101 - Introduction to Professional Nursing (1)

A survey of the history, philosophy, and practice of nursing for majors and non-majors. Nursing science as foundation for nursing process. Field experience in diverse community settings.

NUR 201 - Health Assessment and the Nursing Process (0, 3)

Assessment of physical, psychological, social, cultural, and environmental aspects of clients. Focuses on well- individual, with reference to illness. Includes laboratory. Prerequisite(s); if any: BIO 101, BIO 102, or Permission of Instructor.

NUR 206 - Fundamentals of Nursing Practice (0 to 3)

Overview of professional nursing. Introduction to nursing theory and research. Basic principles of stress and adaptation, and human interaction in context of the nursing process. Basic clinical skills practiced in laboratory. Not open to RNs (see Nursing 351).

Prerequisite(s); if any: BIO 101, BIO 102, CHE 211, PSY 101, SOC 151. Corequisite(s): NUR 201, 206C, BIO 203, BIO 208. (SOC 151 may be co-requisite.)

NUR 311 - Socialization to Professional Nursing (3)

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

NUR 312 - Leadership and Informatics in Professional Nursing (3)

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

NUR 321 - Foundations for Nursing Care (0 to 4)

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

NUR 325 - Health Assessment in Professional Nursing Practice (3)

Allows practicing nurses to broaden their skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. Focus is on well individuals with reference to illness for comparison.

NUR 326 - Health Assessment (0 to 3)

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

NUR 332 - Pathophysiology (3)

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

NUR 333 - Pharmacology (3)

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

NUR 334 - Nursing Care of Adult I (0 to 4)

Utilizes the nursing process to facilitate individual and family adaptation to acute stress. Alterations experienced in surgery (perioperative nursing), mobility, digestion, elimination, metabolism, cancer fluid/gas transport, skin protection. Includes laboratory. Prerequisite(s); if any: NUR 201, NUR 206, BIO 203, BIO 205, BIO 208; and HLS 245 or PSY 223. Corequisite(s): NUR 334.

NUR 336 - Nursing Care of the Chronically Ill Client (0 to 3)

Nursing process with adults and families living with chronic conditions such as diabetes mellitus, hypertension, arthritis, and alcoholism. Role of nurse as teacher emphasized. Includes laboratory. Prerequisite(s); if any: NUR 201, NUR 206; BIO 203, BIO 205, BIO 208; and HLS 245 or PSY 223. Corequisite(s): Nursing 336C

NUR 337 - Care of the Human Spirit (3)

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

NUR 345 - Clinical Pharmacology: Application to Practice (3)

Pharmacological agents used in the health care practitioner practice setting. Reality based scenarios will be used to promote application of drug knowledge. Prerequisite(s); if any: BIO 101, BIO 102, HLS 309 or Nursing Major.

NUR 346 - Care of Populations and Communities (1 to 2)

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

NUR 347 - Care of Populations and Communities in Professional Nursing Practice (3)

Health of populations through epidemiology, health promotion and disease prevention. Environment, genetics, culture, economics, and access to care are analyzed. Includes a community practice experience. Students may not also take NUR 346 for credit.

NUR 351 - Conceptual Framework for Nursing Practice (3)

Theoretical foundation for RNs entering the nursing program. Concepts of stress/adaptation systems, human interaction, critical thinking, problem-solving, and decision making. Prerequisite(s); if any: For RNs only.

NUR 355 - Basic Cardiac Dysrhythmias (1)

Course provides essential information regarding the interpretation of basic cardiac dysrhythmias, as well as current collaborative treatment modalities. Will be offered as a nursing elective every fall.

Prerequisite(s); if any: BIO 101, BIO 102 or RN-BS student.

NUR 356 - Introduction to NCLEX-RN Test-Taking Strategies (1)

This course will assist students in beginning to prepare for the NCLEX-RN style questions. The course focuses on developing critical thinking and application techniques in answering NCLEX style questions.

NUR 361 - Foundations of Forensic Nursing: Theory, Practice, and Future Implications (3)

History, theory, and philosophy of forensic nursing. A biopsychosocial approach to role definition, forensic education, and standards of care. Ethical-legal issues and cultural diversity in providing health care to incarcerated individuals.

NUR 365 - Care of the Obstetric

Population (0 to 3)

Maternal, paternal, fetal/neonatal physiologic and psychosocial responses to childbearing. Family theory provides framework for interpreting and understanding the way the family adjusts to pregnancy, birth, and the addition of the newborn.

Prerequisite(s); if any: BIO 101 and BIO 102 and HLS 245 or PSY 223.

NUR 366 - Care of the Aging Population (0 to 3)

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

NUR 371 - Medical/Surgical Nursing Care I (0 to 5)

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

NUR 372 - Childbearing Family Nursing (0 to 3)

Theories of human interaction skills, family dynamics, entered focus with periodic attention to the individual. Laboratory focus on families experiencing normal developmental/maturational stressors. Prerequisite(s); if any: NUR 334. Corequisite(s): NUR 372 C.

NUR 375 - Psychiatric/Mental Health Nursing (0 to 3)

Promotion and maintenance of mental health and alleviation of suffering in mental illness. Effect of psychosocial stressors on individual, family, group, and community. Theories of mental health and illness and nursing care to promote adaptive coping to emotional stressors. Prerequisite(s); if any: NUR 336. Corequisite(s): NUR 375 C.

NUR 400 - Special Topics in Nursing (1 to 3)

Advanced study of selected topics in nursing. Topics may vary from year to year in response to needs and interest of students as well as changes in the nursing

profession. May be repeated up to six credit hours. Prerequisite(s); if any: Permission of instructor.

NUR 411 - Health Policy Management in Professional Nursing (2)

Nursing management in practice, education, political and community settings. Emphasizes the essential elements of management, including different management techniques and routine tasks such as budgeting, planning, supervision and delegation.

Prerequisite(s); if any: NUR 312, except for RN to BS program.

NUR 412 - Trends in Professional Nursing (2, 3)

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

NUR 413 - Trends and Issues in Professional Nursing Practice (3)

Focuses on trends and issues confronting nurses, emphasis on role of bachelor's prepared nurse. Students will participate in a practice experience requiring application of leadership abilities in practice setting.

NUR 421 - Medical/ Surgical Nursing Care II (2)

Focuses on increasing complexity of illness, the nursing process in the adult population, complex physiological and psychosocial stressor, and related principles of patient care management.

Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 423.

NUR 423 - Senior Nursing Care Seminar Lab I (1)

Seminar based course which explores patients scenarios through case studies, laboratory experiences, and simulation. Students work in teams to analyze patients' situations and develop critical thinking skills in the effective delivery of holistic patient care.

Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 421.

NUR 435 - Nursing Care of the Adult II (0 to 3)

Identification of physiological and psychological stressors that affect patient behavior. Interference with oxygenation, elimination, nutrition, endocrine and neurologic systems, sexuality and reproduction in relation to maturation of individual and family. Lab component relates classroom theory to nursing practice. Prerequisite(s); if any: All 300-level required clinical nursing courses. Corequisite(s): NUR375C

NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3)

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

NUR 445 - Introduction to Research Methods and Design (3)

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

NUR 446 - Care of the Pediatric Population (0 to 3)

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

NUR 447 - Childrearing Family Nursing (0 to 3)

The nurse's role in preparing children and families for maturational stressors and assisting in coping with alterations in health status: perinatal complications; well- child health promotion; and childhood illness. Includes laboratory. Prerequisite(s); if any: all 3000-level required nursing courses. Corequisite(s): NUR 447 Clinical.

NUR 455 - NCLEX-RN: Test Taking Strategies (1)

This course will assist students and graduates in preparing for the NCLEX-RN examination. The

course focuses on the NCLEX-RN test plan to develop and refine test-taking strategies to perform well on the NCLEX-RN examination upon graduation.

NUR 456 - Impact of Culture on Professional Practice (3)

This course is designed to enhance the students' role as they develop their ability to interact with health care consumers in a culturally competent manner.

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

End of life issues, palliative care, and complementary therapies. Physical, psychological, social, and spiritual concerns of patients and families as they relate to pain and comfort care, and end-of-life decisions.

Prerequisite(s); if any: PHI 107 or PHI 108, except for RN to BS program.

NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3)

Integration of theoretical, clinical, and professional concepts to provide care for patients with complex health issues. Emphasis on assessment, differential diagnosis, pathophysiology, pharmacology, critical thinking skills, and clinical judgement.

Prerequisite(s); if any: NUR 421. Corequisite(s): NUR 473

NUR 472 - Trends and Issues in Professional Nursing (2)

Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

NUR 473 - Senior Nursing Care Seminar Lab II (1)

Nursing care, communication within healthcare teams, delegation of care, and cultural, legal, and ethical implications. The role of the registered professional nurse as leader in the management of patient care.

Prerequisite(s); if any: NUR 421, NUR 423.

Corequisite(s): NUR 471.

NUR 474 - Community Health Nursing (0 to 3)

Community resources for effective adaptation of community as a whole to stressors affecting health.

Teaching primary, secondary, and tertiary prevention.

Prerequisite(s); if any: NUR 435, NUR 447, and PHI 107 or PHI 108, except for RM-BS program.
Corequisite(s): Nursing 474C.

NUR 475 - Nursing Management in the Community (1 to 5)

Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisite(s); if any: NUR 435, NUR 447 and PHI 107 or PHI 108, except for RM-BS program. Corequisite(s): Nursing 475C.

NUR 478 - Critical Care Nursing (0 to 3)

Care of patients, families, groups, and communities undergoing multiple stressors. Cardiopulmonary surgery, neurosurgery, multiple trauma, and complex health problems emphasizing biopsychosocial adaptation. Includes laboratory. Prerequisite(s); if any: NUR 435 and PHI 107 or PHI 108. Corequisite(s): Nursing 478C.

NUR 489 - Nursing Honors (3)

NUR 490 - Independent Study (1 to 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.

NUR 499 - Nursing Honors (3)

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. 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. Corequisite(s): OCT 548 and OCT 549.

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. Corequisite(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. Corequisite(s): OCT 571

OCT 527 - Case-Informed Discussion: Adults (2)

Case-informed discussion to the role of occupational therapy with adults. Corequisite(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.

OCT 549 - Research Seminar I (1)

Students will gain proficiency in basic research skills including proposal development and data collection. Corequisite(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. Corequisite(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. Corequisite(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: 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.

**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

Performing and Fine Arts

FIA 115 - Introduction to Art (3)

Experiencing and understanding art through the study of elements, techniques, styles and ideas.

FIA 123 - Exploring Acrylic Mediums (1)

Students are introduced to the application of acrylic mediums for the purpose of making two-dimension art. The properties of acrylic mediums and paints are also explored. Using these versatile mediums, students will create unique textures, layers, and image transfers for use in painting and mixed media art practices, and will be introduced to a variety of painting tools including brushes and painting knives.

FIA 124 - Introduction to Book Arts (1)

Students are introduced to the structural and conceptual components of book arts and will explore the book as a complete art project that integrates content and form through narratives and sequential picture planes. Two types of book structures will be created and students will complete the course by transforming one of these books into a completed work of art by filling it with artistic content appropriate to its form.

FIA 151 - General Drawing (3)

Introduction to the principles and practices of drawing. Lecture periods, class discussions, demonstrations, research assignments and studio assignments.

FIA 200 - Select Topics: Art (1 to 3)

Topics in various aspects of fine arts. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

FIA 245 - History of Art I (3)

Art from pre-history to medieval times. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 246 - History of Art II (3)

Proto-Renaissance to the present. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 251 - General Drawing II (3)

Emphasis on interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Prerequisite(s); if any: FIA 151.

FIA 300 - Topics in Studio Art (1 to 3)

Exploring personal visual language through various formats/media. May be repeated for credit, provided topics are not the same.

FIA 300LX - Art Studio Siena Lab (0)

Use drawing, painting and photography techniques to study fine art studio practices and art history in Siena, Italy and spend a weekend in Venice to see the contemporary art fair, the Venice Biennale. Prerequisite(s); if any: Permission of Instructor required.

FIA 333 - Landscape Painting (3)

This hands-on studio course is designed to allow you to express yourself through landscape painting by giving you a basic knowledge of painting techniques and concepts while encouraging you to develop your own personal abilities and style as you create your own original works of art. In addition to creating your own landscapes, we will examine different approaches to painting the natural and human built environment by critically viewing landscape paintings done by a variety of artists, artistic periods and styles. Our goal is to encourage you to create your own individual approach to art.

FIA 344S - Creative Expression (3)

Examination and use of common images/symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

FIA 351S - Advanced Drawing (3)

Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Prerequisite(s); if any: Permission of Instructor required.

FIA 400 - Studies in Art History (3)

Intensive study in a single period, school, or aesthetic. Topics will vary from term to term. May be repeated for credit, provided topics are not the same. Prerequisite(s); if any: Permission of Instructor required.

FIA 423 - Art Theft and Art Fraud (3)

Who steals art? How are artworks faked and museums fooled? Case files will be used to discuss historical and current cases that illustrate the annual loss of over \$6 billion of our civilization's cultural treasures.

HUM 115 - Introduction to Creativity (3)

Creativity, the ability to come up with a variety of innovative solutions to problems, is a skill that anyone can develop and apply to any field. Students will learn how to use creative techniques to solve real-world problems.

Philosophy

PHI 101 - Critical Thinking (3)

Skills needed to read and write critically. The different kinds of arguments and their relative weaknesses and strengths, strategies for arguing well and spotting and avoiding common fallacies will all be covered.

PHI 103 - Problems in Philosophy (3)

A critical study of the problems that have inspired philosophers and the solutions they have found. Subjects tackled include human nature, ethics, and the nature of knowledge.

PHI 104 - Philosophy of Religion (3)

Examination of some of the philosophical issues raised by religion. Arguments for and against the existence of God, the nature and role of religious experience, the connection between ethics and religion and the language we use to talk about religion.

PHI 107 - Ethics (3)

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

of ethical theories, the nature of moral judgment, and moral evaluation.

PHI 108 - Professional Ethics (3)

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

PHI 200 - Great Philosophers (3)

An introduction to the major theories of a few selected great philosophers from the classical, modern, and contemporary periods. Selection of philosophers subject to change periodically. May be repeated once.

PHI 205 - History of Ancient Philosophy (3)

A study of the development of philosophy from the period of Ancient Greece to the beginning of the Christian era through the analysis of selected problems and theories.

PHI 206 - History of Modern Philosophy (3)

A study of the history of philosophy from the Renaissance to the present through an analysis of selected problems and theories.

PHI 221 - Scientific Method (3)

Basic theoretical principles of modern scientific method including: explanation, deduction, induction, analogy, facts, hypotheses, mathematical truth, probability, causality, and determination.

PHI 225 - Eastern Thought and Culture: Buddhism (3)

Buddhism's role as the most significant culture-shaping factor in Asian history. Focuses on philosophical side of Buddhism as well as impact of these ideas in shaping Asian societies.

PHI 226 - Eastern Thought and Culture: Confucianism (3)

Introduces basic philosophical ideas of Confucianism and explores Confucianism's multifaceted and complex impact on Chinese, Japanese, and Korean societies.

PHI 300 - Contemporary Philosophy (3)

A critical and comparative study of important philosophical contributions within the contemporary period. May be repeated for credit if successive

offerings cover different philosophies. Prerequisite(s); if any: Permission of Instructor.

PHI 304 - 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 305 - 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 315 - Epistemology (3)

A critical examination of the theories which have arisen in the history of philosophy with regard to the nature of knowledge and belief. Prerequisite(s); if any: PHI 101.

PHI 316 - Metaphysics (3)

This course examines foundational questions about existence, truth, and reality. For example: What does it mean to exist? What are the fundamental components of reality? What is the self? What state of affairs must hold for someone to be true? Do we persist through time? What is causality? Do we have free will?

PHI 317 - Theories of Art (3)

Introduction to aesthetic theories from Plato to the present. Prerequisite(s); if any: Permission of Instructor.

PHI 325 - Medieval Philosophy (3)

A critical study of the major philosophical problems of medieval philosophers from Plotinus to William of Ockham. Emphasis on such problems as the relation of faith and reason, God and creation, knowledge and science, realism and nominalism.

PHI 335 - Philosophy of Law (3)

The writings of both classical and contemporary legal philosophers are studied. Issues examined include: What is law? What is the relationship between legal and moral obligations? Is imprisonment justifiable?

PHI 345 - Political Ethics (3)

A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

PHI 365 - Theories of Value (3)

A critical examination of philosophic theories purporting to deal with the nature of value in general, the nature of evaluative or normative criteria, and the manner in which the latter are determined. Prerequisite(s); if any: Permission of Instructor.

PHI 375 - Symbolic Logic (3)

A study devoted to the construction of systems of logic, formal systems of proof, and their application to various subject matters. Prerequisite(s); if any: PHI 101 or Permission of Instructor.

PHI 385 - Healthcare Ethics (3)

Designed to benefit healthcare professionals, this course explores current issues in medical ethics. It focuses on development of moral reasoning and decision making skills, and on the relationship between ethical theory and medical policy.

PHI 386 - Medical Ethics and Children (3)

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

PHI 390 - 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.

PHI 400 - Advanced Topics in Philosophy (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite(s); if any: Permission of Instructor.

PHI 417 - Philosophy of Mind (3)

This course investigates the nature of the human mind and mental processes. It examines the nature of consciousness and cognition and asks questions such as: Does a computer have a mind? Can a mind exist in

a very different kind of body (e.g. a machine, artificial intelligence, a non-human animal)? What is a mind? How does it work? How does it relate to the body and the external world?

PHI 425 - Theories of Justice (3)

This course examines how various classical, modern, and contemporary writers have interpreted the concept of justice as it relates to the life of the individual and the effective functioning of society.

PHI 490 - Readings in Philosophy (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Philosophy majors only. Prerequisite(s); if any: Permission of Instructor.

PHI 500 - Contemporary Philosophy (3)

A critical and comparative study of important philosophical contributions within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite(s); if any: Permission of Instructor.

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.

Physical Education

PED 107 - Physical Training (0, 1)

A basic physical fitness program designed to increase the overall fitness and team cohesion skills necessary to meet the physical rigors and team cohesion skills that are in demand. Course may be repeated twice for credit.

PED 115 - Fitness (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 120 - Aerobics (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 125 - Aquatics (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 130 - Basketball (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 135 - Fencing (0 to 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 140 - Advanced Fitness (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 145 - Weight Training (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 150 - Golf (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 155 - Karate (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 165 - Racquetball (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 170 - Self-Defense (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 175 - Cardio Kickboxing/TB (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 180 - Tennis (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 185 - Volleyball (1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in

physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 190 - Weight Training (1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 195 - Yoga (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 203 - Aerobic Dance (0, 1)

PED 205 - Bowling (0, 1)

PED 210 - Lifeguard Training (0, 1)

PED 215 - Jazz Dance (1)

PED 220 - Martial Arts - Aikido (0, 1)

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. Corequisite(s): 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. Corequisite(s): DPT 561.

DPT 582 - Clinical Sciences Foundation (3)

Physiology, exercise-related physiology, pathophysiology, and basics of pharmacology and imaging. Theoretical constructs that support autonomous clinical practice. Prerequisite(s); if any: DPT 564. Corequisite(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. Corequisite(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. Corequisite(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(s); if any: DPT 564. Corequisite(s): 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. Corequisite(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. Corequisite(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(s); if any: DPT 589. Corequisite(s): 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. Corequisite(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. Corequisite(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. Corequisite(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. Corequisite(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. Corequisite(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. Corequisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, DPT 597.

PHT 538 - Introduction to Teaching and Learning (1)

Learners participate in seminars with facilitator(s) to develop an understanding of theoretical constructs behind problem-based learning and self-direction in learning. Characteristics of the adult learner including readiness for learning and learning styles are discussed. Corequisite(s): PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, PHT 553, PHT 554, PHT 557, PHT 569 .

PHT 541 - Case Based Discussion I (6)

Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that support autonomous clinical practice. Primary patient diagnoses involve the musculoskeletal system. Corequisite(s): PHT 538, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548.

PHT 543 - Clinical Laboratory I (0, 3)

Students integrate knowledge, acquire basic clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary musculoskeletal diagnoses. Corequisite(s): PHT 538, PHT 541, PHT 544, PHT 545, PHT 546, PHT 548.

PHT 544 - Anatomy I (0, 3)

Human cadaver dissection and discussion that explores structures of the thorax and extremities using regional and systemic perspectives. Students explore the clinical significance of these structures related to physical therapy practice. Corequisite(s): PHT 538, PHT 541, PHT 543, PHT 545, PHT 546, PHT 548.

PHT 545 - Critical Inquiry Seminar I (2)

Group discussions, panel presentations and focused lectures provide students with foundational and clinical science knowledge, behavioral abilities, and practice expectations to meet the needs of patients/clients with primary musculoskeletal pathologies. Corequisite(s): PHT 538, PHT 541, PHT 543, PHT 544, PHT 546, PHT 548, PHT 549.

PHT 546 - Applied Clinical Kinesiology (1)

This course is designed to present data from research, clinical practice and tools of mechanical analysis that describe the mechanical behavior of the tissues under normal and abnormal circumstances. Corequisite(s):

PHT 538, PHT 541, PHT 543, PHT 544, PHT 546, PHT 548, PHT 549.

PHT 548 - Therapeutic Foundations (1)

Basic techniques and foundational skills for examination and intervention through case study of individuals with simple diagnoses across practice settings. Students apply knowledge, acquire clinical skills, and develop professional behaviors.

Corequisite(s): PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 549.

PHT 551 - Case Based Discussion II (6)

Discussion groups integrate foundational and clinical sciences using case studies. Emphasis on theoretical constructs that promote autonomous clinical practice. Primary patient diagnoses involve the neuromuscular system. Prerequisite(s); if any: PHT 553, PHT 554, PHT 557, PHT 559, PHT 565, PHT 569.

Corequisite(s): PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, PHT 549.

PHT 553 - Clinical Laboratory II (3)

Students integrate knowledge, acquire clinical skills and develop professional behaviors through application of the patient/client management process consistent with autonomous clinical practice expectations for individuals with primary neuromuscular diagnoses. Prerequisite(s); if any: PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, PHT 549. Corequisite(s): PHT 551, PHT 554, PHT 557, PHT 559, 565, PHT 569.

PHT 554 - Anatomy II (0, 3)

Discussion and dissection provide basic scientific foundation of neuroanatomy and neurophysiology, with introduction to clinical consequences of insult to nervous system. Students explore the clinical significance of these structures related to physical therapy practice. Prerequisite(s); if any: PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, PHT 549. Corequisite(s): PHT 551, PHT 553, PHT 557, 559, 565, PHT 569.

PHT 557 - Professional Practice I (3)

Role, responsibility and accountability of the autonomous practitioner relative to the current health care environment. Emphasis on theoretical constructs underlying models of health care delivery, reimbursement and public and political systems.

Prerequisite(s); if any: PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, PHT 549.

Corequisite(s): PHT 551, PHT 553, PHT 554, PHT 559, 565, PHT 569.

PHT 569 - Research Foundations (1)

Scientific inquiry explored, experimental and non-experimental designs examined. Students learn how to appraise and incorporate evidence base practice and examine future applications of research as consumers, practitioners, collaborators, educators and administrators. Prerequisite(s); if any: PHT 538, PHT 541, PHT 543, PHT 544, PHT 545, PHT 546, PHT 548, and PHT 549. Corequisite(s): PHT 551, PHT 553, PHT 554, PHT 557, PHT 565 and PHT 559.

Physics

EGR 323 - Statics and Dynamics (4)

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy, momentum and impulse, applications. Same as PHY 323.

EGR 351 - DC and AC Electronics (0 to 4)

Analysis of DC, AC, LRC, filter and resonant circuits, and their instrumentation. Kirchhoff's laws; network theorems; branch, loop, and nodal analysis. Laboratory includes oscilloscopes, signal generators, power supplies, digital/analog multimeters, soldering and breadboarding. Same as PHY 351. Prerequisite(s); if any: PHY 262.

HPS 105 - Computers and Society (3)

An introductory course to the role of the computer, its uses in society, and its future. The course will attempt to place the computer within the context of science and technology and also within a broad socio-cultural perspective.

HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)

A survey of Greek science, the history of astronomy from Eudoxus to Kepler, selected problems in the history of mechanics to Newton.

HPS 127 - The Development of Modern Science: Newton to Einstein (3)

The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

PHY 111 - Intelligent Life in the Universe (3)

Examines probability of extraterrestrial intelligence. Topics include star and planet formation, habitable conditions, physics and biochemistry of carbonbased life and intelligence, technical civilizations, and methods of communication with extraterrestrial civilizations.

PHY 115 - Principles of Astronomy: The Solar System (3)

Study of the sun, planets, meteors, comets, their origins, the celestial sphere, ancient astronomy, and modern space exploration. Construction and use of models supplement lecture, readings, films, and observation. Some arithmetic used.

PHY 116 - Astronomy: A Study of the Universe (0, 4)

Introductory astronomy. Celestial sphere and planetary positions; history of astronomy; survey of the solar system; the 'message' of starlight; H-R diagrams; stellar evolution; quasars; cosmology and the possibility of extraterrestrial life. No physics or astronomy background is required. Some elementary algebra is used. Lecture and laboratory.

PHY 123 - Physics for Liberal Arts (3)

Exploration of what the physical world is like, how it fits together, and some of its implications. The course covers classical mechanics and modern physics (special relativity and quantum physics). No formal mathematics will be used, but all the central concepts will be there.

PHY 151 - General Physics I (0, 4)

Introduction to principles of kinematics, dynamics, machines, energy, momentum, heat, oscillations, waves, sound, and fluids. Applications to biomechanics and to energy generation, storage, and transfer. Lecture and three-hour laboratory. Prerequisite(s); if any: MAT 124 or satisfactory performance in Mathematics Placement Test administered by UC mathematics department.

PHY 151R - General Physics I Recitation (1)

An optional session devoted to giving students hands-on help in becoming proficient at applying concrete problem-solving strategies to a wide range of physics problems encountered in the General Physics I class. Particularly recommended for students who lack

confidence in their mathematics skills. Corequisite(s): PHY 151

PHY 152 - General Physics II (0, 4)

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

PHY 152R - Algebra-based General Physics II Optional Recitation (1)

An optional session devoted to giving students hands-on help in becoming proficient at applying concrete problem-solving strategies to a wide range of physics problems encountered in the General Physics II class. Particularly recommended for students who lack confidence in their mathematics skills. Corequisite(s): PHY 152

PHY 163 - How Things Work (3)

Practical introduction to science in everyday life. Discover how things work using case-studies of real-world objects such as baseballs, rockets, vacuum cleaners, faucets, wood stoves, air conditioners, flashlights, lasers, clocks, guitars and microwave ovens. Some elementary algebra is used. Lecture/demonstration/discussion.

PHY 200 - Select Topics: Physics (1)

A seminar course on current topics in physics. Meetings will be held weekly to discuss selected topics. May be taken twice for credit.

PHY 261 - Physics I (0, 4)

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

PHY 262 - Physics II (0, 4)

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

PHY 323 - Statics and Dynamics (4)

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy,

momentum and impulse, applications. Same as EGR 323

PHY 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)

Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as CHE 345.

Prerequisite(s); if any: CHE 212, MAT 202 and one year of college physics.

PHY 350 - Research (1 to 3)

An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. May be repeated.

Prerequisite(s); if any: Permission of the Instructor.

PHY 351 - DC and AC Electronics (0, 4)

Analysis of DC, AC, LRC, filter and resonant circuits, and their instrumentation. Kirchhoff's laws; network theorems; branch, loop, and nodal analysis.

Laboratory includes oscilloscopes, signal generators, power supplies, digital/analog multimeters, soldering and breadboarding. Lecture and laboratory. Same as EGR 351. Prerequisite(s); if any: PHY 262.

PHY 355 - Electronics (0, 4)

Kirchhoff's laws, complex phasors, branch current, loop and nodal analysis, and network parameters.

Theory and applications of semiconductor devices.

Lecture, demonstrations, and laboratory.

Prerequisite(s); if any: PHY 261, PHY 262, and PHY 351 or Permissions of Instructor.

PHY 363 - Physics III (0, 4)

The physics developed in the 20th century by Einstein, Schrodinger, Planck and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular and nuclear theory. Lecture, laboratory. Prerequisite(s); if any: PHY 262. Pre or Co-requisite(s): MAT 302.

PHY 390 - Independent Study in Physics (1 to 3)

Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams.

Prerequisite(s); if any: Permission of the department and at least a 3.0 average in physics courses.

PHY 400 - Select Topics: Physics (1)

A seminar course on current topics in the physics literature Meetings will be held weekly under the guidance of a staff member to discuss topics and prepare colloquia. May be taken twice for credit.

Prerequisite(s); if any: PHY 261 and PHY 262 or Permission of Instructor.

PHY 423 - Geophysics: Theory & Applications (0, 4)

Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Prerequisite(s); if any: GOL 398, PHY 152 or PHY 262, or Permission of Instructor.

Meets with GOL 423.

PHY 455 - Physical Electronics (3)

Vacuum, gaseous, solid state, and quantum electronics including charged particle dynamics, the band theory of solids with application to semiconductor devices, electron emission, assemblies of particles and gaseous processes, plasma physics and modem amplifiers.

Prerequisite(s); if any: PHY 261, PHY 262 and PHY 363.

PHY 461 - Classical Mechanics (3)

Fundamentals of Newtonian dynamics, work-energy concepts, conservation laws, an introduction to Hamilton's Principle and Lagrange's Equations. The study of oscillatory motion, central force motion, rigid body dynamics, and accelerated reference systems.

Prerequisite(s); if any: PHY 261 and PHY 262. Pre or Co-requisite(s): MAT 317.

PHY 462 - Electricity & Magnetism (3)

The classical theory of static and dynamic electricity and magnetism including solution of Maxwell's equations for special cases. Prerequisite(s); if any: PHY 262 and MAT 302.

PHY 465 - Physical Optics (3)

Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisite(s); if any: PHY 261 and PHY 262.

PHY 467 - Introduction to Statistical Mechanics (3)

Maxwell-Boltzmann statistics, applications, Fermi Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical

thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite(s); if any: PHY 345.

PHY 471 - Introduction to Quantum Physics I (3)

Wave particle duality, uncertainty principle, atomic structure, Black Body Theory, quantization, Bohr Theory, Schrodinger equation, Vector coupling, Stern-Gerlach experiment, periodic table, atomic spectra, selection rules, bonding, molecular spectra, masers and lasers, Band Theory, and applications to semiconductors. Prerequisite(s); if any: PHY 363.

PHY 472 - Introduction to Quantum Physics II (3)

Eigenvalues, Orthonormal functions, superposition principle, potential well, harmonic oscillator, Heisenberg picture, Schrodinger picture, perturbation theory, degeneracies, one electron atoms, angular momentum, quantum numbers, many electron atoms, coupling, multiplicities, magnetic and electric interactions. Prerequisite(s); if any: PHY 471.

PHY 475 - Nuclear Physics (3)

Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay, nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite(s); if any: PHY 363.

PHY 477 - Introduction to Solid State Physics (3)

The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite(s); if any: PHY 363.

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.

Psychology

PSY 101 - Introduction to Psychology (3)

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

PSY 202 - Advanced General Psychology (3)

Reviewing major subfields of psychology through classic works of research. Exploration of scientific reasoning about behavior. Using reference works and databases to access sources in psychology. Correct use of American Psychological Association (APA) citation style. Prerequisite(s); if any: PSY 101.

PSY 207 - Human Sexuality (3)

Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as BIO 112. Same as BIO 112

PSY 211 - Statistics in the Behavioral Sciences (3)

Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Students may not also take ECN 241, MAT 112 for credit towards Core Goal 4: Quantitative Reasoning. Same as SOC 211. Prerequisite(s); if any: Core Component I Mathematics.

PSY 223 - Life Span Developmental Psychology (3)

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

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

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

PSY 256 - Principles of Behavior Change (3)

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

PSY 270 - Introduction to Community Field Work (1)

Volunteer assistance in community service agency to experience working with children and /or adolescents. Prerequisite(s); if any: Transfer status with course work in infancy and childhood, adolescence, the exceptional individual, and/or therapeutic use of play, without fieldwork. Permission of Instructor required.

PSY 276 - Addictions Counseling (3)

Techniques of addictions counseling. In-depth study of addictions disease process, relapse prevention and support services, individual counseling techniques, treatment assessments and plans, and self-help groups. Prerequisite(s); if any: PSY 101

PSY 300 - Topics in Psychology (1 to 3)

Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Up to six credits, provided the topic is not the same. Prerequisite(s); if any: PSY 101 and Permission of Instructor.

PSY 311 - Psychological Assessment & Testing (3)

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

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

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

PSY 312 - Research Methods in Psychology (0, 4)

Principles of experimental design and methods. Laboratory in data analysis. Three lecture hours and one three - hour lab period weekly. Students design an original experiment proposal to be conducted in PSY 412. Prerequisite(s); if any: PSY 101 and PSY 211.

PSY 321 - Infancy and Childhood (3)

Principles of growth and development from conception to twelve years. Requires 20 hours of volunteer work with normal children. Pre or Co-requisite(s): PSY 101.

PSY 322 - Adolescence (3)

Growth and development from puberty to young adulthood. Requires 20 volunteer hours with normal adolescents. Prerequisite(s); if any: PSY 101.

PSY 327 - Adulthood and Aging (3)

Growth and development from young adulthood through old age. Development tasks as well as changes in cognition, perception, learning, and performance. Prerequisite(s); if any: PSY 101.

PSY 331 - Social Psychology (3)

Theories and related research in areas of social learning, attitude change, interpersonal and self perception, aggression, prejudice, and group behavior. Prerequisite(s); if any: PSY 101.

PSY 331L - Laboratory in Social Psychology (1)

Research methods in social psychology emphasizing field and laboratory studies, laboratory experience included to practice field and experimental setup, data collection, and analysis. Prerequisite(s); if any: PSY 331.

PSY 333 - Intimate Relationships (3)

This 3-credit class is designed to be an extensive, but not an exhaustive, overview of the various theories and methods, pertaining to the study of romantic relationships. Although the primary focus will be on adult romantic relationships, a developmental perspective will also be taken examining adolescent romantic relationships. Topics will include mate selection and attraction, general theories of love, sex, marriage, and relationship dissolution using both

empirical articles and textbook readings.
Prerequisite(s); if any: PSY 101

PSY 337 - Industrial and Organizational Psychology (3)

Behavior in industrial work environments; attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite(s); if any: PSY 101.

PSY 343 - Sensation and Perception (0, 4)

Study of the senses, including background in sensory physiology, development of perceptual abilities, and appropriate research methodology. Laboratory emphasis on elementary research on sense-organ functioning and perceptual phenomena.
Prerequisite(s); if any: PSY 101.

PSY 345 - Drugs, Brain, and Behavior (3)

An introduction to the basic principles of psychopharmacology. Drugs of abuse are explained with regard to their effects on the body, brain, and behavior.

PSY 347 - Basic Psychobiology (3)

First course in physiological psychology. Focus on anatomy, biochemistry, and physiology of biological systems in terms of relevance to study of behavior.
Prerequisite(s); if any: PSY 101.

PSY 351 - Learning and Behavior (0, 4)

Classical and operant conditioning. Schedules of reinforcement, aversive control; biological constraints on learning. Research data discussed in relation to theory. Laboratory emphasis on basic learning process in animal subjects. Prerequisite(s); if any: PSY 101.

PSY 352 - Motivation and Emotion (3)

Biological drives such as hunger, thirst, sleep, and sex; psychological drives such as curiosity and arousal; and learned social drives such as academic achievement, affiliation, altruism, and aggression; experimental study of emotion. Prerequisite(s); if any: PSY 101.

PSY 354 - Cognitive Psychology (0, 4)

Basic principles underlying discovery and retention of new modes of human behavior. Topics include attention, information processing, language learning, concept formation, sources of forgetting, and dynamics of memory. Laboratory supplements lecture with emphasis on information processing in human subjects. Prerequisite(s); if any: PSY 101.

PSY 356 - Positive Psychology (3)

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

PSY 361 - Abnormal Psychology (3)

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

PSY 363 - Health Psychology (3)

Research, theory, and methods of health psychology. Includes health behaviors, risk detection and prevention, social support and health, stress and stress management, management of chronic illness, and the patient-practitioner relationship. Prerequisite(s); if any: PSY 101.

PSY 365 - Forensic Psychology (3)

Techniques of criminal investigation, criminal profiling, eyewitness identification, police interrogation, jury selection, trial preparation, and assessing competency to stand trial. Prerequisite(s); if any: PSY 101.

PSY 366 - Individuals with Disabilities (3)

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

PSY 372 - The Counseling and Interviewing Process (3)

Developing interpersonal skills and competencies for working with individuals. Particular emphasis placed on working with reluctant, difficult, and hostile clients. Participants assess personal attitudes and beliefs in relations to enhancing their interpersonal style. Students may not also take PCL 374 for credit. Prerequisite(s); if any: PSY 101.

PSY 402 - Research Assistant (1 to 3)

PSY 405 - Evolutionary Psychology (3)

Examination of evolved behavioral adaptations on human and animal behavior. Heredity and evolutionary theory overview. Discussion of theory and research on evolutionary factors influencing

learning, thinking, motivation, emotion, cooperation, competition, mate-selection, parenting, and other behaviors. Prerequisite(s); if any: PSY 101

PSY 406 - History of Psychology (3)

Historical review of inquiry and thought concerning the causes of human behavior, from ancient to recent times. Major emphasis is placed on developments leading to modern scientific psychology. Prerequisite(s); if any: PSY 101. Open only to Senior Psychology majors or with Permission of Instructor.

PSY 410 - Independent Research in Psychology (1 to 6)

Individually supervised laboratory research and study. Provides opportunities for those who want to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Prerequisite(s); if any: Junior or senior standing and Permission of Instructor.

PSY 411 - Senior Seminar (3)

Selected topics of current interest. Critical analysis of current research literature and integration of diverse psychology subfields in understanding complex behavior. Integrates previous learning in small group settings. Prerequisite(s); if any: PSY 312.

PSY 412 - Research Seminar (3)

Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in PSY 312. Prerequisite(s); if any: PSY 211, PSY 312.

PSY 413 - Program Evaluation (3)

Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisite(s); if any: PSY 211 or SOC 211 and PSY 312 or Permission of Instructor.

PSY 453 - Theories of Learning (3)

Examination of the most important psychological theories concerning the learning process including the behavioristic positions (Thorndike, Guthrie, Skinner, Hull), the Gestalt positions (Lewin, Tolman), and recent developments leading to modern scientific psychology. Prerequisite(s); if any: PSY 101.

PSY 462 - Theories of Personality (3)

Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite(s); if any: PSY 101

PSY 469 - Intro to Practicum in Psychology (0)

How does one locate a practicum site in order to apply psychological concepts in a human services agency? Students will develop learning goals, meet with potential supervisors, review professional behavior, and complete paperwork for malpractice insurance, background checks, and medical clearance. This course is required in order to register for PSY 470, Practicum in Psychology.

PSY 470 - Practicum in Psychology (3, 6)

Participation in a discipline- or subject-related experience. Evaluation by written or oral reports or examination. Prerequisite(s); if any: PSY 469, Permission of Instructor and approval of the division associate dean required. Limited to junior and seniors in good academic standing.

PSY 489 - Honors Tutorial (3)

Open to students in the Utica College Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

PSY 490 - Independent Study (1 to 6)

Exploration of psychology problems in-depth. Individual independent study on plan submitted by student. Refer to College regulations concerning independent study for guidelines.

PSY 499 - Honors Tutorial (3)

Open to students in the Utica College Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

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.

Psychology-Child Life

PCL 123 - Childhood Services (1)

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

PCL 214 - Developmental Research Methods (3)

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

PCL 271 - Introduction to the Child Life Specialty (3)

Introduction to the role of child life specialists in health care settings; basic knowledge required to function as a child life specialist; application of general psychological and human development principles to the care of hospitalized children and adolescents. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: PSY 101, PSY 321, and Permission of Instructor.

PCL 272 - Community Practicum Seminar (2)

Review of fieldwork experience completed in PCL 272L; including critical analysis, discussion, and presentation of activities, observations and assessments completed in PCL 272L. Prerequisite(s); if any: PCL 272L.

PCL 272L - Community Practicum Hours (0)

Minimum of 100 hours of volunteer assistance in a hospital (Child Life Specialists) or community agency (Child Studies) to gain practical experience working with children/adolescents. Written work and evaluations. Prerequisite(s); if any: PSY 321 or PCL 271.

PCL 323 - Early Intervention (3)

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

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

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

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

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

PCL 374 - The Helping Relationship (3)

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

PCL 375 - Death, Dying and Bereavement (3)

Investigations of psychosocial aspects of death and grief; understanding ways death is viewed in contemporary society; dealing supportively with dying and grieving persons; understanding one's own feelings about death; explaining death to children;

funerals and other death-related customs.
Prerequisite(s); if any: PSY 101.

PCL 377 - Families, Stress and Coping (3)

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

PCL 423 - Childhood Disorders (3)

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

PCL 458 - Field Experience Prep (1)

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

PCL 460 - Field Experience (3)

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

PCL 471 - Introduction to Child Life Internship I (1)

Preparation for internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, writing resumes, and interviewing. Child Life majors only.

PCL 472 - Introduction to Child Life Internship II (1)

Preparation for internship and professional practice, including child abuse training and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Child Life major only.

PCL 474 - Psychosocial Care of Hospitalized Children and Adolescents (3)

Young people's reactions to hospitalization at each stage of development; interventions initiated by child life specialists and other health care professional to lessen the stress of hospitalization; role of parents; preparing young patients for hospital admission and medical procedures; planning and conducting therapeutic play and recreation programs. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: PCL 271, senior psychology-child life majors, child life specialists only.

PCL 475 - Child Life - Internship (12)

Supervised experience in a hospital or other health care facility (child life specialists) or a community agency dealing with children and/or adolescents (child studies) affiliated with the program. Written work, project, and periodic evaluations; 12 credits for a minimum of 560 hours. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: Permission of child life faculty required.

PCL 503 - Introduction to Child Life Specialty (3)

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

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 the 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

Public Relations

PRL 182 - Public Relations (3)

The concept, role and practice of public relations in American society. Public relations as a process: research; public opinion; programming; communication; evaluation; ethical considerations.

PRL 285 - Sports and The Media (3)

Sports have a significant presence in multiple media formats, such as online, television, radio and print. Yet, the various relationships between sport and the media are complex, and often filled with conflicts. These relationships are views from historical, cultural, and business perspectives, as are issues involving the portrayal of race, gender, violence and aggression, business, and free agency in mediated sport. Same as JLM 285.

PRL 300 - Topics in Sports Communication (3)

Concentrated areas of study designed to enhance the knowledge of sports, sports communication and Public Relations & Journalism, and the role of sports in society. Prerequisite(s); if any: PRL 182, PRL 285 or Permission of Instructor.

PRL 305 - Sports in Film (3)

The representation of sports and athletes in cinema, and the use of sports as a cinematic storytelling device. Both documentaries and feature films will be screened.

PRL 343 - Grant Proposal Writing for the Nonprofit World (3)

This course prepares you to write winning grant proposals for nonprofit organizations or tax-exempt institutions. Learn how to develop a compelling, effective grant proposal, including the proposal narrative and budget. Find out how to effectively develop proposals in response to federal, state, and private foundation Requests for Proposals (RFPs). Learn how to make your grant proposal stand out. Practice writing elements of the proposal with support and guidance from an expert in the field. Review existing grant proposals, identifying their strengths and weaknesses. Prerequisite(s); if any: PRL 182.

PRL 372 - Public Relations Strategies and Tactics (3)

Write news releases and publicity tools, newsletter article online copy, proposals, and other public

relations material. Discussion of the public relations writing process, media relation, and publicity planning and techniques. Prerequisite(s); if any: CMM 261 and PRL 182.

PRL 375 - Media Research and Metrics (3)

Conduct public opinion research and do strategic planning for regional organizations. Discussion of public relation research principles and techniques, goal setting, strategy development, budgeting, and printing/production processes. Prerequisite(s); if any: PRL 182 and PRL 372 or Permission of Instructor.

PRL 385 - Event Planning and Campaigns (3)

Planning and implementing a public relations campaign, program, or special event.

PRL 390 - Independent Study (1 to 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.

PRL 395 - Sports Information and Public Relations (3)

Public Relations principles, practices, and skills as applied in a sports information setting. Emphasis on writing, media relations, and crisis management. Prerequisite(s); if any: PRL 182, PRL 285 and PRL 372 or Permission of Instructor.

PRL 396 - Sports Marketing Communications and Promotion (3)

Marketing and promotional concepts applied within a sports public relations context. Topics include developing marketing strategies, implementing marketing plans, licensing, advertising, promotions and sales. Prerequisite(s); if any: PRL 182, PRL 285 and PRL 372 or Permission of Instructor.

PRL 397 - Sports Event Planning and Management (3)

Planning, designing, operating, marketing, publicizing, promoting, and implementing sporting events. Prerequisite(s); if any: PRL 182, PRL 285 and PRL 372 or Permission of Instructor.

PRL 400 - Topics in Public Relations (3 to 6)

May be repeated provided topics are not the same. Prerequisite(s); if any: PRL 372, PRL 375 or Permission of Instructor.

PRL 408 - Social Media (3)

Exploration of social media's use in business communications. Examination of current social media platforms, tools for the communication professional and best practices for building relationships with publics through social media. Prerequisite(s); if any: PRL 182 or MKT 211.

PRL 422 - Bateman Competition I (1)

The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will exercise the analytical and strategic skills required for public relations problem-solving. Prerequisite(s); if any: Permission of Instructor.

PRL 423 - Bateman Competition II (2)

The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will implement a campaign plan in the community (based on the Bateman I course) and perform a campaign evaluation. The results of this campaign will be packaged into a portfolio for national judging. Prerequisite(s); if any: PRL 422 or Permission of Instructor.

PRL 433 - The Olympics (3)

Historical and contemporary view of the Olympics as a sociological, marketing, and business phenomenon. Emphasis on marketing communication and public relations strategies used to promote the Olympics and athletes. Same as JLM 433. Prerequisite(s); if any: PRL 285 or Permission of Instructor.

PRL 435 - Sports and Television (3)

The Super Bowl is the highest rated television program event every year and Super Bowl Sunday has become a de facto holiday. ESPN is one of the most profitable networks in the history of the television. Five of the top ten highest rated television programs of all time are sporting events. The complex symbiotic relationship between sports and television involves a number of players, including producers and programmers; broadcast networks; national and regional sports networks; local television stations; pay-per-view suppliers; and sports organizations. The

relationship people have with televised sport and the way televised sport can impact society is also presented. Prerequisite(s); if any: PRL 285 and CMM 181 or Permission of Instructor.

PRL 450 - Fieldwork in Public Relations (3)

Students can take this course twice. Prerequisite(s); if any: PRL 182, PRL 372, PRL 385, and CMM 181, CMM 261, JLM 365 with a grade of 'C' or better. Permission of Instructor required.

PRL 453 - Advancement Principles for Fundraising and Grants in a Nonprofit World (3)

This course examines the important aspects of the advancement process as carried out by nonprofit organizations- its value base, preparation of the case, implementation of relevant strategies and techniques, assessment of potential sources of support, utilization of human resources, and overall process management. The course will include theory to strengthen practice, examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems. Prerequisite(s); if any: PRL 385.

PRL 454 - The Business of Sports (3)

Problems facing sports business leaders from a public relations viewpoint, including ownership structure and franchises, economics and finance, stadium management and funding, broadcast rights, licensing, and labor relations. Prerequisite(s); if any: PRL 182, and PRL 285 or Permission of Instructor.

PRL 456 - Athlete Management and Representation (3)

Issues facing sports agents, including client acquisition and retention, contract negotiations, endorsement deals, the regulation of sports agents, and business ethics. Prerequisite(s); if any: PRL 182, PRL 285 and PRL 372 or Permission of Instructor.

PRL 458 - Sports Law (3)

Legal issues in sports settings, including torts, contracts, antitrust, labor law, intellectual property, Title IX, athlete-agent relationships and liability. Prerequisite(s); if any: PRL 182, PRL 285 and PRL 372 or Permission of Instructor.

PRL 470 - Public Relations - Internship (1 to 12)

Course may be repeated up to a total of 12 credits.
Prerequisite(s); if any: CMM 181, CMM 261, PRL 372 with C or better, plus permission of instructor and department chair.

PRL 482 - Cases in Public Relations Management (3)

Critical evaluation of public relations through analysis and discussion of cases and situation drawn from actual practice. Prerequisite(s); if any: PRL 385 or Permission of Instructor.

PRL 484 - Senior Seminar in Public Relations (1)

Test preparation for The Universal Accreditation Board's (UAB) examination for Principles of Public Relations certificate. Prerequisite(s); if any: PRL 372 and Senior standing.

PRL 490 - Independent Study (1 to 3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

SPM 101 - Introduction to Sports Management (3)

This course introduces the student to the sports management profession. The primary focus is on the sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, sports tourism and sport services.

SPM 211 - Sports Marketing (3)

This course provides a framework for understanding marketing strategies used in the sports industry. This course primarily examines two themes in sports marketing, sports as a medium and sports as product. The first theme views sports as one of the vehicles to promote a product, service or organization. It explains how non-sport related businesses can benefit from using sports as part of their marketing communication program. The second theme focuses on the application of marketing principles and theories to promote sports and sport related products (including professional, college or amateur teams, events, and recreation).

SPM 395 - Sports Information and Public Relations (3)

Public Relations principles, practices, and skills as applied in a sports information setting. Emphasis on writing, media relations, and crisis management. Prerequisite(s); if any: PRL 182, PRL 285/JLM 285 and PRL 372 or permission of instructor.

SPM 396 - Sports Marketing Communications and Promotion (3)

Marketing and promotional concepts applied within a sports public relations context. Topics include developing marketing strategies, implementing marketing plans, licensing, advertising, promotions and sales. Prerequisite(s); if any: PRL 182, PRL 285 /JLM 285 and PRL 372 or permission of instructor.

SPM 397 - Sports Event Planning and Management (3)

Planning, designing, operating, marketing, publicizing, promoting, and implementing sporting events. Prerequisite(s); if any: PRL 182 , PRL 285 /JLM 285 and PRL 372 or permission of instructor.

SPM 428 - Strategy in Sports Management (3)

This course will explore concepts on strategic management as they relate to the sports industry environment. The course will focus on the application of management knowledge and the underlying principles necessary to successfully manage a sport business. Practical applications of theoretical concepts will be emphasized. Course content includes theories of management and the applicability of such to the sports industry, including strategic planning, decision making, implementation and controlling processes, understanding organizational performance, environmental analysis, leadership and conflict management as well as culture and change management. Prerequisite(s); if any: Senior Standing

SPM 454 - The Business of Sports (3)

Problems facing sports business leaders from a public relations viewpoint, including ownership structure and franchises, economics and finance, stadium management and funding, broadcast rights, licensing, and labor relations. Prerequisite(s); if any: PRL 182 , and PRL 285 /JLM 285 or permission of instructor.

SPM 456 - Athlete Management and Representation (3)

Issues facing sports agents, including client acquisition and retention, contract negotiations, endorsement deals, the regulation of sports agents, and business ethics. Pre or Co-requisite(s): PRL 182 , PRL 285 /JLM 285 and PRL 372 , or permission of instructor.

SPM 458 - Sports Law (3)

Legal issues in sports settings, including torts, contracts, antitrust, labor law, intellectual property, Title IX, athlete-agent relationships and liability. Prerequisite(s); if any: PRL 182 , PRL 285 /JLM 285 and PRL 372 or permission of instructor.

SPM 470 - Internship (3)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/fail grading. Open to senior management majors with a 2.8 GPA or higher. Same as MGT 470. Prerequisite(s); if any: Permission of Dean required.

Risk Management and Insurance

RMI 273 - Introduction to Risk Management and Insurance (3)

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

RMI 325 - Insurance and Estate Planning (3)

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

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

Policies, premium structure, constitution of insurable risks, underwriting, reinsurance, claims, and regulatory environment.

RMI 367 - Derivatives Markets (3)

Options, forwards, futures, swaptions, and exotics. Risk management using derivatives to hedge. Practical business applications. Common risks that can be hedged using derivatives. Prerequisite(s); if any: MKT 311 and MKT 313.

RMI 375 - Quantitative Financial Analysis of Risk (3)

Applied principles of management with specialized tools to assess and mitigate risk: Value at risk, stress testing, scenario analysis for corporate portfolio, investment, and insurance industry applications.

RMI 415 - Employee Benefits (3)

Understanding of corporate sponsored benefits. Rationale for offering competitive employee benefits and administration of those benefits. Includes pension plans, payroll, health care costs, and employer sponsored plans that are subjected to qualified plan regulations. Prerequisite(s); if any: RMI 273

RMI 445 - Enterprise Risk Management (3)

Consists of pure and speculative risks that confront firms. Various sources of risks and strategies for mitigating these risks will be explored. Addresses new business ventures and entrepreneurial risks. Prerequisite(s); if any: RMI 273

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

Internship. Prerequisite(s); if any: RMI 273; Senior status.

RMI 483 - Risk Management (3)

Integrated risk management. Insurance, reinsurance, hedging, and capital markets as tools to manage or mitigate risk. Enterprise risk management.

Russian

RUS 101 - Beginning Russian I (3)

Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

RUS 102 - Beginning Russian II (3)

Continuation of Russian 101. Prerequisite(s); if any: RUS 101 or equivalent.

RUS 201 - Intermediate Russian I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: RUS 102 or equivalent.

RUS 202 - Intermediate Russian II (3)

Continuation of Russian 201. Prerequisite(s); if any: RUS 201 or equivalent.

RUS 237 - Russian Conversation (3)

Thorough conversational practice. Training in oral comprehension and use of the Russian language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite(s); if any: RUS 202 or equivalent.

RUS 342 - Russian Literature and Conversation (3)

Emphasis on reading and translating Russian Literature; also on conversational Russian. Prerequisite(s); if any: RUS 202 or Permission of Instructor.

Social Studies

SOS 110 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the cultural, social religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 120 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 130 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 200 - Select Topics: Social Studies (3)

Topics in various aspects of Social Studies. May vary from year to year.

SOS 203 - Introduction to Gender Studies (3)

Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

SOS 207 - Social Organization of the U.S. Health Care System (3)

Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 - Women's Past, Present, and Future (3)

Interdisciplinary examination of the roots of women's experiences, current issues pertinent to women, and trends impacting women's future, specifically in the United States.

SOS 235 - Civil Rights, Public Policy, and Social Change (3)

People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as GOV 235.

SOS 490 - Independent Study (1 to 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.

Sociology

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.

SOC 151 - Introduction to Sociology (3)

Introduction to sociology and United States society: social class, race, ethnicity, sex, age, family, education, religion, sub-cultures, polity, economy, deviance, urban life, collective behavior, population, bureaucracy, social groups, and social change.

SOC 161 - Sport and Society (3)

This course investigates the phenomenon of sport, how diverse forms of sport intersect with and shape understandings of social issues like gender, race, politics, and the human body.

SOC 211 - Statistics in the Behavioral Sciences (3)

Application of statistical methods in psychological research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Students may not also take for credit ECN 241, MAT112 for credit towards Core Goal 4: Quantitative Reasoning. Same as PSY 211. Prerequisite(s); if any: Core Component I Mathematics.

SOC 225 - Social Problems (3)

This course explores American society with a focus on the social problems that are facing each one of us from

poverty and racial inequality to violence, drugs, war and terrorism.

SOC 233 - The Family (3)

The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selections; the family in transition.

SOC 252 - Race and Ethnicity (3)

Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

SOC 274 - Criminology (3)

Crime as a form of deviant behavior, its relation to social values and social structure, types of criminal behavior, theories of treatment and control, correctional methods, and the administration of justice.

SOC 300 - Select Topics: Sociology (1 to 3)

Topics in various aspects of Sociology. May vary from year to year.

SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

Social organization and functioning of the US Health Care System, a dynamic and pluralistic system involving public and private participants.

SOC 312 - Social Science Research Methods (3)

Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as ANT 312.

SOC 339 - Drugs and Society (3)

This course examines the realities, myths, subcultures, and policies that arise from and influence drug use in American Society.

SOC 342 - Urban Sociology (3)

This course will explore 1) what it means to be a city; 2) how cities are structured; 3) what it is like to live in an urban setting; and 4) the problems faced by urban places.

SOC 367 - Race Class Gender & Sexuality (3)

Examines the social construction on inequality, as well as the theoretical basis for the existence and continuation of social inequality in American society. Investigates the distribution of power in terms of race, class, gender and sexuality.

SOC 376 - Criminological Research Methods (3)

Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study, hypothesis testing and policy evaluations. Computer applications in processing data and data analysis. Prerequisite(s); if any: SOC 274 and SOC 211 /PSY 211 or MAT 112.

SOC 383 - Social Deviance (3)

Explores various aspects of deviance, including the causes of deviant behavior, reactions to deviants, and the impact of social reaction, as well as theories of deviance and selected areas of deviant behavior.

SOC 387 - Family Violence (3)

Clarify the concept of family violence, review the applicable historical and theoretical background, discuss different forms that family violence takes, and to examine the social consequences.

SOC 405 - Sociology and Anthropology Theory (3)

The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as ANT 405

SOC 423 - Senior Seminar (3)

The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as ANT 423. Prerequisite(s); if any: ANT 312 /SOC 312.

SOC 470 - Sociology - Internship (1 to 6)

Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required. Same as ANT 470. Prerequisite(s); if any: SOC 151, SOC 312, and permission of instructor and division dean.

SOC 490 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

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 and maintenance of inequality. Seminar format. Prerequisite(s); if any: ANT 101, SOC 151, or Permission of Instructor.

SOC 552 - Minority Experience in American Society (3)

Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite(s); if any: 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.

Spanish

SPA 101 - Beginning Spanish I (3)

Pronunciation and aural comprehension; elementary grammar: oral and written practice; reading of simple prose. Language lab required.

SPA 102 - Beginning Spanish II (3)

Continuation of SPA 101. Prerequisite(s); if any: SPA 101 or equivalent.

SPA 115 - Spanish for Medical and Paramedical Personnel (3)

Practice with vocabulary, structures, and cultural contexts that the medically oriented student needs to communicate with Spanish-speaking patients.

SPA 125 - Medical Spanish II (3)

This course will continue to expand students' medical vocabulary in Spanish. Speaking and grammatical skills will be emphasized, including narration in the present and past tenses. Cultural sensitivity regarding Latino patients will be discussed. Prerequisite(s); if any: SPA 115.

SPA 201 - Intermediate Spanish I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: SPA 102 or equivalent.

SPA 202 - Intermediate Spanish II (3)

Continuation of SPA 201 Prerequisite(s); if any: SPA 201 or equivalent.

SPA 227 - Spoken Spanish I (3)

Conversational practice based upon selected aspects of Hispanic life and culture. Vocabulary building, oral comprehension, use of idiomatic Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3)

Concentrated study emphasizing a specific period, genre, culture, or theme within Spanish and Latin American cultures and writings. Taught in Spanish or English. May be repeated once for credit, provided topics are not the same. Prerequisite(s); if any: SPA 202.

SPA 311 - Spanish and Latin American Film (3)

Introduction to Spanish or Latin American Film in cultural and historical context. Taught in Spanish or English. May be repeated once if a different theme is offered. Same as FLM 311.

SPA 315 - Business Spanish (3)

Vocabulary and discourse related to business. Oral and written practices, reading, Hispanic business culture, various business topics. Cross-cultural awareness of Hispanic business world. Taught in Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 327 - Spoken Spanish II (3)

Conversational practice based upon selected aspects of Hispanic life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic Spanish.

SPA 337 - Spanish Composition and Grammar Review (3)

In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 347 - Introduction to Spanish Culture (3)

An introduction to the cultures and traditions of Spain through readings, film, and the media. Prerequisite(s); if any: SPA 202 or equivalent.

SPA 348 - Latin American Cultures and Civilizations (3)

This course is designed as an introduction to the cultures, civilizations and history of Spanish-speaking countries. While the emphasis will be on Latin America, Spain will be included as a point of reference and comparison. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 388 - Introduction to Literature in Spanish (3)

Readings and critical analysis of representative works. Discussion of their importance in representative literary movements and genres. Conducted in Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 404 - Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and a thorough review of Spanish grammar. Conducted in Spanish. Prerequisite(s); if any: SPA 202 and Permission of Instructor.

SPA 490 - Independent Study (3 to 6)

SPA 490 Independent Study IR

SPA 500 - Immersion Spanish (3)

SPA 590 - Spanish Culture Research Paper (3)

Theatre

THE 115 - Introduction to Theatre (3)

Examination of the various arts of theatre: playwriting, directing, acting, scene and costume design, as individual arts and as part of the composite art of theatre leading to a more perceptive critical view of theatre. Practical work in at least one stage production required.

THE 130 - Practicum in Theatre (1)

Participation in dramatic productions. Students selected by the faculty. May be taken four times for credit. Prerequisite(s); if any: Permission of Instructor required.

THE 136 - Elements of Acting (3)

Stage business and movements, theatrical projection, correlation of body and voice, relation of the body to moods and emotions, and the application of these elements to individual and ensemble scene work.

THE 300 - Select Topics: Theatre (1 to 3)

Specialized study in various topics in theatre. May be repeated provided topics are not the same.

THE 315 - Puppetry I (3)

The design, function, and manipulation of a variety of puppet forms for the purposes of education, therapy, cultural enrichment, and entertainment.

THE 316 - Puppetry II (3)

Design, construct, and manipulate a hand and rod puppet for the purposes of education, therapy, cultural enrichment, and entertainment. Develop a performance with other students, including creating

characters, costuming, script development, and basic staging.

THE 320 - Theatre for Social Justice (3)

Through interviews and research, create a performance that addresses a social justice issue. May be repeated for credit if topics are not the same.

THE 333 - Production in the Theatre (3)

The study of the technical disciplines of the theatre (scene design, lighting, costume design, etc.) in relationship to the entire production. Practical as well as theoretical work. A project will be required of each student.

THE 336 - Advanced Acting (3)

Intensive study of character development and various acting methods. Prerequisite(s); if any: THE 136 or Permission of Instructor.

THE 340 - Theatre Workshop (1)

Actors, actresses, dancers, lighting, scenic and costume designers, playwrights, musicians, and film makers plan productions and other theatrical activities and initiate and develop theatre experiments. Everyone will take part in some theatrical activity outside of class. Freshman by permission of instructor only. May be repeated up to maximum of four credits.

THE 347 - Scenic Painting (3)

Overview of theatrical scenic painting including materials, safety, tools, faux textures, and trompe l'oeil. Prerequisite(s); if any: THE 333.

THE 348 - Special Effects (3)

Overview of special effects techniques in all design areas including mold-making, facial casts, safety considerations, working with fabric, electricity, paint and light. Prerequisite(s); if any: THE 115 or Permission of Instructor.

THE 375 - Literature of the Theatre (3)

Forms of drama (tragedy, comedy, tragi-comedy, and others) from ancient Greece to the present. Same as ENG 375. Prerequisite(s); if any: ENG 102.

THE 385 - World Drama (3)

Exploration of dramatic literature spanning global cultures.

THE 400 - Advanced Topics in Theatre (3)

Advances study in various topics in theatre. May be repeated provided topics are not the same.

THE 441 - Directing in the Theatre (3)

An exploration of the methods of directing a play, beginning with the analysis of the script and ending with the finished production. Each student will direct a short play as a term project. Prerequisite(s); if any: THE 115 and THE 136 or Permission of Instructor.

THE 455 - Theatre History I (3)

Traces the development of the theatrical art from rituals and storytelling to the Renaissance. Emphasis on the theatre's ties to social, political, and cultural trends. Prerequisite(s); if any: THE 115 or Permission of Instructor.

THE 456 - Theatre History II (3)

Traces the development of the theatrical art from the Restoration to contemporary theatre. Emphasis on the theatre's ties to social, political, and cultural trends. Prerequisite(s); if any: THE 115 or Permission of Instructor.

THE 490 - 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.

Therapeutic Recreation

TRC 106 - History and Philosophy of Recreation and Leisure (3)

Historical trends, ideas, and theories that shaped the development of recreation, leisure, and play in modern American society.

TRC 200 - Select Topics: Therapeutic Recreation (1 to 3)

Topics in various aspects of Therapeutic Recreation. May vary from year to year.

TRC 203 - Introduction to Therapeutic Recreation (3)

Historical survey of recreation with special emphasis on current trends, problems, and projected developments in leisure classes. Emphasis on the historical, philosophical, and psychological aspects of

therapeutic recreation. Field experience with community agencies.

TRC 207 - History and Philosophy of Recreation, Leisure, Health, and Wellness (3)

Historical trends, ideas, and theories that shaped the development of recreation, leisure, and play in modern American society.

TRC 302 - Leisure and Wellness Education (3)

Theoretical and practical foundations of leisure as related to the individual and recreation and therapeutic recreation. Development of leisure counseling skills, evaluation, and application to various settings.

TRC 304 - Program Design & Evaluation (3)

Development, documentation, and evaluation of facility wide programs in accordance with the needs of clients, institutional resources, and regulatory requirements.

TRC 315 - Leisure, Health and Wellness (3)

Relationships between and among the fields of parks, recreation, leisure studies, and public health; how leisure contributes to the health and well-being of individuals, families, communities, and societies.

TRC 323 - Therapeutic Recreation and Medical Conditions (3)

Medical conditions encountered in clinical and community based settings: Relevant medical terminology and role of therapeutic recreation in the treatment team. Prerequisite(s); if any: TRC 203.

TRC 352 - Assessment and Documentation (3)

Therapeutic recreation assessment and documentation purpose, development, methods, and procedures. Field work required. Prerequisite(s); if any: TRC 203.

TRC 356 - Leadership, Analysis and Modification of TR Interventions (0, 4)

Analysis of Therapeutic Recreation interventions in terms of performance, components, contexts, and modifications. Leadership theories, models, and application through laboratory experiences.

TRC 403 - Program Design and Evaluation (3)

Development, documentation, and evaluation of facility wide programs in accordance with the needs of clients, institutional resources, and regulatory requirements. Prerequisite(s); if any: TRC 323, TRC 302; HLS 245 or PSY 223; and MAT 112 or PSY 211 or SOC 211.

TRC 405 - Fitness Programming and Recreation Management (3)

Aspects of physical fitness and various methods of measurement. Management techniques of fitness center facilities, health clubs, and recreation centers. Includes laboratory practicum.

TRC 406 - Organization, Administration, and Advancement of the Therapeutic Recreation Profession (3)

Theories and techniques of organization and administration including: professional standards, regulations, ethical guidelines, research, marketing, budgeting, advocacy, continuing education, professionalism, accreditation, and supervision. Fieldwork required.

TRC 413 - Advanced Therapeutic Recreation Processes and Techniques (3)

Prior learning throughout the curriculum is pulled together during case based discussions. Students will use the therapeutic recreation process to design appropriate intervention programs based on efficacy research for assigned client cases. Prerequisite(s); if any: TRC 302, TRC 304 and TRC 352.

TRC 469 - Internship and Examination Preparation (1)

Students review the major content areas on the CTRS exam and learn how to apply for it. They also learn how to locate and secure a CTRS internships and jobs. Prerequisite(s); if any: Senior level status.

TRC 470 - Therapeutic Recreation - Internship (12)

Experience in a community or clinical agency, supervised by a certified therapeutic recreation specialist. Limited to therapeutic recreation majors who have completed all other degree requirements. Second semester of senior year. Prerequisite(s); if any: TRC 469

Wellness and Adventure Education

WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)

Students will explore the history, philosophies, theories, ethical issues, and trends in each of the professions. Requirements to enter the professions and the existing job opportunities will also be addressed.

WAE 103 - Aesthetic and Aquatic Sports (2)

Understand principles, techniques, strategies, skills, and safety practices of aesthetic and aquatic sports.

WAE 105 - Outdoor Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for outdoor sports.

WAE 106 - Target Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for target sports.

WAE 107 - Net & Wall Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for net and wall sports.

WAE 108 - Striking/Fielding Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for striking/fielding sports.

WAE 113 - Passing Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for passing sports.

WAE 143 - Adventure Programming and Basic Group Facilitation (3)

This course includes: foundational concepts and theories utilized in experiential adventure education, basic group theory and dynamics, technical skills and standard operating procedures for low and high challenge course elements.

WAE 206 - Physical Health and Wellness (3)

Examine the relationship between physical fitness, disability, and longevity. Benefits of exercise along with the most up-to-date health, wellness, and fitness guidelines are addressed. Behavior modification

strategies are presented to help students learn how to to abandon negative habits and effectively adopt and maintain healthy behaviors. Students will also learn how to conduct health assessments and how to assess their own physical performance.

WAE 233 - Fundamentals of Coaching (2)

Introduction to basic principles, theories, philosophies, and techniques for coaching a variety of sports. Course content will serve as a foundation of knowledge for both Teacher Education and Corporate Wellness track students. Pre or Co-requisite(s): WAE 101

WAE 243 - Foundations of Exercise Science (3)

A survey of the components important to developing a solid understanding and appreciation of all aspects of exercise science. Topics include basic elements of kinesiology, biomechanics, physiology of exercise, motor learning, and the physical fitness industry. Students will understand functional anatomy and describe movements of the body, in order to apply that knowledge either working one on one, in a classroom setting, or with a group/team. Prerequisite(s); if any: WAE 101

WAE 244 - Technical Skills for Adventure Programing (3)

Technical skills, operating systems, and procedures for working with groups on a low and high challenge course. Standard Operating Procedures, safety guidelines, equipment management, knot tying, and belaying are emphasized. Prerequisite(s); if any: WAE 143.

WAE 248 - Injury Care and Prevention (3)

This course addresses common injuries that can occur with athletes or individuals performing physical activity. There will be opportunities to practice evaluating the severity of injuries and caring for common issues that are often experienced by exercise and health professionals. The course will also explore training and conditioning, nutritional and environmental considerations, therapeutic techniques, tissue trauma response, and specific injuries to the extremities, torso, and head. Successful students will receive American Red Cross RTE certification. Prerequisite(s); if any: BIO 101 Pre or Co-requisite(s): BIO 102

WAE 307 - Community and Consumer Health (3)

The course is designed to give students an overview of community and consumer health issues and practices for individuals and communities, and their implications on overall health and wellness. Topics that impact health such as culture, heritage and socioeconomic level, chronic and communicable diseases will be explored. Consumer health issues and practices, health products and services, and consumer protection will be analyzed. Prerequisite(s); if any: WAE 101 Pre or Co-requisite(s): WAE 206

WAE 313 - Biomechanics (3)

This course examines human movement as it relates to sports. The structure, mechanical properties, and health of joints, extremities, and spine are emphasized. Prerequisite(s); if any: BIO 101 and BIO 102, and Junior or Senior status.

WAE 333 - Adapted Physical Education and Fitness (3)

Students learn to enable people with disabilities to participate in physical education and fitness programs. Activity analysis, program rule modification, adaptive equipment, and inclusive principles are emphasized. Prerequisite(s); if any: TRC 323.

WAE 345 - Advanced Facilitation Skills (3)

Students master the skills needed to conduct meaningful adventure education programs. Processing techniques are emphasized but assessment, planning, implementation, and evaluation of groups are also addressed. Prerequisite(s); if any: WAE 143.

WAE 346 - Adventure in Business (1)

This course examines adventure education within business settings. Emphasis is placed on team development, leadership, teamwork, evaluation, and transference of learning to a corporate setting. Prerequisite(s); if any: WAE 143 and WAE 345.

WAE 347 - Adventure Curriculum in Physical Education, Health & Fitness (3)

The use of adventure education to promote physical education and activity in grades K-12 is emphasized. Nutrition, diversity, violence prevention, substance abuse/prevention, and stress management will also be addressed. Prerequisite(s); if any: WAE 143 and WAE 244.

WAE 348 - Adventure Programming for Social Emotional Learning (3)

The development of social emotional skills using adventure based learning is emphasized. Bullying prevention/management, diversity, and conflict resolution are also addressed. Prerequisite(s); if any: WAE 143 and WAE 244.

WAE 354 - Workplace Health Promotion (3)

Students will learn about the importance of workplace health promotion and its influence on the health and wellness of employees, companies, and society. Students will gain working knowledge of the components of workplace health promotion programming, develop strategies for successful implementation of programs, and be prepared for a career as a health promotion professional. Prerequisite(s); if any: Junior or Senior standing.

WAE 355 - Health/Fitness Trainer Methods (3)

This course will provide students the practical and scientific knowledge needed to work in a variety of facilities, including health clubs, gyms, universities, corporate, and community or public fitness centers, and positions ranging from freelance to full-time and beyond. It will provide the tools needed for the transfer of knowledge from the student to the client, providing the opportunity for individual client success and increased compliance rates. This course will help students establish goals and objectives for clients and assess their risk stratification. In addition, students will learn effective ways to assess strength, aerobic capacity, and flexibility in order to appropriately develop resistance, cardiorespiratory, and flexibility training programs. This course will also give students the knowledge base and tools necessary to take and pass the American College of Sports Medicine Certified Personal Trainers® (CPT) exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 206

WAE 356 - Principles of Strength and Conditioning (3)

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning

Specialist (CSCS) certification exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 206 Pre or Co-requisite(s): WAE 313

WAE 361 - Pre K-6 Physical Education (3)

The purpose of this course is for the student to acquire basic teaching skills applicable to Pre-K-6 physical education instruction. Physical Education and Health are about understanding how developmental motor skills help students socially, emotionally, and mentally. The course prepares the learner to obtain certification in physical education and health in New York State. Prerequisite(s); if any: WAE 101, WAE 143 and WAE 347.

WAE 365 - 7-12 Physical and Health Education (3)

Students will acquire basic physical educational teaching and assessment skills applicable to adolescents in grades 7-12. Physical Education and Health is about understanding factors influencing student learning and the development of physically literate individuals. This is accomplished through education of the whole person through experiences in psychomotor, cognitive, and affective learning domains. The course prepares the learner to obtain certification in physical education and health in New York State. Prerequisite(s); if any: WAE 101, WAE 143, WAE 361

WAE 413 - Motor Development (3)

Introduction to human motor development emphasizing factors that affect it including physiological change, perceptual change, cognitive change, and sociocultural practices. Prerequisite(s); if any: BIO 101, BIO 102, and WAE 313.

WAE 453 - Assessment and Evaluation of Wellness Programs (3)

Students master skills related to the assessment and evaluation of wellness programs. Terminology and ethics will also be addressed. Prerequisite(s); if any: .

WAE 454 - Organization and Administration of Wellness Programs (3)

This course will prepare students to design, implement and evaluate workplace wellness programs. Emphasis is placed on planning, legal considerations, design of activities, staff engagement, and workplace wellness culture.

WAE 465 - Survey Research Methods (3)

Students learn to conduct basic survey research. Examples pertain to education, wellness, and recreation. Experimental and qualitative research methods will be briefly addressed. Prerequisite(s); if any: MAT 112 or PSY 211 /SOC 211 or ECN 241, and Junior or Senior standing.

WAE 467 - Exercise Testing and Prescription (3)

Prepare students for deeper understanding and further proficiency in the area of exercise testing and prescription. Topics include basic exercise science, testing, and evaluation, exercise techniques, program design, special populations, and safety/legal issues. This course will further enhance the preparation of students who desire to take the American College of Sports Medicine or Certified Strength and Conditioning Specialists exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 355 or WAE 356

WAE 470 - WAE Internship Preparation (1)

This course is a hands-on opportunity for the WAE Corporate Wellness students to work with other students, faculty, or staff in the CAC Fitness Center during the second half of a semester. Students will provide clients exercise testing/fitness assessments, and design/implement a comprehensive fitness program for the client based on the test findings and client goals. This course will assist students in preparations for culminating senior year, final semester, internships where they will apply their skills and knowledge in a professional setting off campus. Alternate, non-traditional, internship preparation scenarios can be explored on a case-by-case basis. Prerequisite(s); if any: WAE 355 or WAE 356 Pre or Co-requisite(s): WAE 454 or WAE 467

WAE 480 - Corporate Wellness - Internship (12)

A culminating experience in which students work closely with an on-site Corporate Wellness provider to master the skills needed to assess, plan, implement, and evaluation programs. Prerequisite(s); if any: WAE 454, WAE 354, and WAE 453.

All-College

UCC 101 - First Year Seminar (1)

Introduction to college life and work. Academic skills development, values clarification, critical thinking,

problem solving, communication skills, conflict management, and cultural diversity.

UCC 103 - Foundation Skills for Careers in Science (4)

This is a 5-week intensive program for incoming freshmen students accepted to CSTEP. Students will be immersed in hands-on experiences representative of different STEM careers, with focus on the scientific processes and technical writing. Prerequisite(s); if any: By permission of instructor only.

UCC 200 - Select Topics (0 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 201 - College Elective (1 to 12)

College Elective

UCC 206 - Career Strategy (1)

Introduction to career skills and job search strategies. Career strategy, research, career exploration, networking tactics, cover letter composition, resume writing, interviewing skills, business correspondence, and corporate interaction.

UCC 259 - Honors Seminar (3)

Open to students in the Utica College Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

UCC 270 - Internship (1 to 12)

Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. If this is a paid work experience, also register for UCC 310 - Cooperative Education. Prerequisite(s); if any: Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good academic standing.

UCC 290 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division. Prerequisite(s); if any: Admission by consent of supervising discipline and the academic division.

UCC 300 - Select Topics (1 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 301 - Student Assistantship (1 to 3)

Student assist faculty members in teaching courses they have already completed with a grade of A or B. Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credits of the course for which the student is assisting. May be taken only once for credit regardless of the number of credits assigned to the assistantship.

UCC 310 - Cooperative Education (0)

Application of classroom learning in business, industry, government, and service organizations. Client Organizations select students from among competitive applications and supervise their work. See Career Services and Cooperative Education for information about placement. To receive academic credit students must register for an internship supervised by a faculty member.

UCC 320 - Service Learning (1)

Students complete 20 hours of service with a community organization or project, meet weekly with the course instructor, and complete written assignments stipulated on the course syllabus. Prerequisite(s); if any: Permission of Instructor.

UCC 370 - Internship (1 to 12)

Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. If this is a paid work experience, also register for UCC 310 - Cooperative Education. Prerequisite(s); if any: Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good standing.

UCC 377 - London Learning Experience (3)

UCC 380 - Immersion Spanish in Cuernavaca, Mexico at the Universidad Internacional (1 to 12)

Following placement test administered on-site, students will be placed in appropriate level. Seven hours of daily classes. Home stay with Mexican family. Successful completion will be equivalent of SPA 101, SPA 102, SPA 201, SPA 202, SPA 237 or SPA 337.

UCC 390 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division. Prerequisite(s); if any: Admission by consent of supervising discipline and the academic division.

UCC 400 - Select Topics (1 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 402 - Research Assistant (1 to 3)

UCC 470 - Internship (1 to 12)

Participation in a discipline - or subject - related experience. Evaluation by written or oral reports or examination. If this is a paid work experience, also register for UCC 310 - Cooperative Education. Prerequisite(s); if any: Written permission of instructor and approval of the division dean required. Limited to juniors and seniors in good academic standing.

UCC 480 - International Course (1 to 12)

Offered through the Utica College Office of International Programs or the Syracuse University Division of International Programs Abroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. OIP or DIPA works with the UC academic discipline to assign appropriate course level, title, and grade for the student's transcript.

UCC 490 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division.

UCC 501 - College Elective (1 to 9)

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.

Important Dates

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

Summer 2019

Part of Term	1	D1	D2	D3	DO	DO1	ED1	ED2	ED3	ED4	HP	S1	S2	PT1	PT2	PT3	PT4	PT5
# of Weeks in Part of Term	16	6	6	16	15	7	2	6	6	6	6	6	6	6	6	6	6	6
First 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	7/9/2019	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 WD without Academic Penalty	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 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-Fail (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	8/1/2019	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	8/28/2019	8/23/2019	8/23/2019	8/23/2019	6/28/2019	N/A	N/A	N/A	N/A	N/A	6/21/2019	8/9/2019	N/A	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	8/28/2019	8/16/2019	N/A	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	7/28/2019	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

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

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Associate Director of Institutional Research

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Senior Associate Provost and Dean of Graduate Studies
Associate Provost for Online Learning and Vice President for the
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TBA

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Director, Graduate Program Operations

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Physics - Chair
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Construction Management Program - Director
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Undergraduate Cybersecurity Program - Director
Cybersecurity - Assistant Director
Public Relations and Journalism Program - Chair
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Patrice Hallock, Ph.D.
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Transitional Doctor of Physical Therapy Program Director
Nursing On-ground Traditional Program - Director
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Megan Austin, M.A.
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Faculty Development- Coordinator
Pre-Med Adviser
Pre-Law Advisor
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Core Curriculum Committee Director

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Patricia Swann, M.S.
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Director, Economic Crime and Cybersecurity Institute
WPNR Radio Station Chief Operator and Station Manager
Director, Institute of Applied Ethics
Executive Director, Raymond Simon Institute for Public Relations
Center for Historical Research

Frank E. Gannett Memorial Library

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Library and Learning Commons - Director

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Stacy L. Phelps, B.A.

Executive Director of International Education
International Programs - Office Manager

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*College Registrar
Director of Transfer Services*

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Executive Director of Student Living and College Engagement

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Director of Physical Education and Athletics

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Associate Director of Athletics

Gil Burgmaster

Associate Director of Athletics and Sports Information

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Head Coach, Volleyball

Eileen F. Blumenauer, M.Ed.

Head Coach, Women's Soccer

David Clausen, B.A.

Head Coach, Women's Ice Hockey, and Golf

Richard Sean Coffey, M.S.

Head Coach, Men's Basketball

Michele L. Davis, M.S.

Senior Women's Administrator, Head Coach, Women's Basketball

Blaise Faggiano, M.Ed.

Head Coach, Football

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Head Coach, Men's Ice Hockey

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Polo

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Head Coach, Baseball

Patrick Mineo

Head Coach, Softball

John C. Nigro

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Head Coach, Women's Lacrosse

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Head Athletic Trainer

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Executive Director of Young Scholars Liberty Partnerships Program

Mary Hayes Gordon

Director of Program Operations

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TBD
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TBD
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Assistant Vice President, Principal and Planned Gifts
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Executive Director, Donor Relations and Stewardship
Executive Director, Annual Support Programs
Assistant Director, Annual Giving
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Director, Advancement Research
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Executive Director of Alumni Relations
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Susan Boucher
TBD
Alexis Cooper
Joanne Pluff
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Mark VanDrearon

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Assistant Vice President for Enrollment Management
Director, Financial Aid
Associate Director, Student Success
Executive Director, Admissions
Director, NYC Engagement
Director, Student Athlete Success
Executive Director, Graduate Admissions
Director, Student Account Operations
Associate Director, Financial Aid and VA Coordinator
Associate Director, Financial Aid
Senior Assistant Director, Admissions
Senior Assistant Director, Admissions
Assistant Director, Success Operations
Associate Director, Admissions
Senior Assistant Director, Admissions

Financial Affairs

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Assistant Vice President, Financial Planning and Analysis
Comptroller and Assistant Treasurer
Director, Business Services

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Vice President, Human Resources and Personnel Development

Lesley Wallace

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Associate Vice President for IT and Institutional Research

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Director, College Information and Application Services

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Director, Customer Support Services

Scott M. Getz, B.A.

Director, Infrastructure Services

James C. Farr, M.S.

Director, Information Security/Network Specialist

School of Online and Extended Studies

Polly Smith, Ph.D.

*Associate Provost for Online Learning and Vice President, School of
Online and Extended Studies*

Rose Patterson, M.A.

Online Design and Innovation - Director

Shannon Farrell

Director, Administrative Services

Emeriti Administrators

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Carol Mackintosh

James Carrig

Michael Simpson

Walter DeSocio

Mary Lee Seibert

John Ford

James Spartano

Todd Hutton

R. Barry White

Kenneth Kelly

Robert Woods

Emergency Management

Shad M. Crowe

Director, Emergency Management

Robert Cross

Director of Environmental Health and Conservation

Wayne Sullivan

Director of Campus Safety

Faculty

Full-time Faculty

Lawrence R. Aaronson	B.S. Florida State University Ph.D. Rutgers University Professor of Biology, 1987 Dr. Virgil Crisafulli Distinguished Teaching Award, 1996 Harold T. Clark Jr. Award, 1997 Professor of Microbiology
Claudette Abounader, R.N., A.N.P.	A.A.S. Mohawk Valley Community College B.S., M.S. Syracuse University Assistant Professor of Nursing
Timothy Abraham	B.S. University of Illinois at Chicago M.S. University of Illinois Urbana Assistant Professor of Wellness and Adventure Education

Civita Allard, R.N.	M.S. Sage College Associate Professor of Nursing
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
Annette Becker, R.N.	B.S. Hartwick University M.S. SUNY, Binghamton DNS, Sage College Professor of Nursing
Hossein Behforooz	B.S. Tehran University M.S. Teachers Training University M.S., Ph.D. Brunel, University of West London Harold T. Clark Jr. Award, 2005 Professor of Mathematics
Melanie Blanden	B.Sc. Bay Path University M.Phil. Syracuse University Assistant Professor of Chemistry
Helen Blouet	B.A. College of William and Mary M.A., Ph.D. Syracuse University Diversity Award 2011 Associate Professor of Anthropology
Michelle Boucher	B.A. Case Western University B.S. Case Western University Ph.D. Case Western Reserve University Dr. Virgil Crisafulli Distinguished Teaching Award, 2014 Professor of Chemistry
Elaine Brown	M.S. Syracuse University Ph.D. The Sage College of Albany Professor of Practice- Nursing
James C. Brown	B.S. Utica College M.S. Sage Graduate School Ed.D. University of Phoenix Assistant Professor of Criminal Justice
Bryant W. Buchanan	B.S. University of Southern Mississippi M.S., Ph.D. University of Louisiana-Lafayette Dr. Virgil Crisafulli Distinguished Teaching Award, 2015 Professor of Biology
Ronny Bull	B.S., M.S. State University of New York Institute of Technology Ph.D. Clarkson University Assistant Professor of Computer Science
Elizabeth W. Burback	B.A. LeMoyne College M.S. Rochester Institute of Technology Assistant Professor of Public Relations and Digital Marketing
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Regina Zdeb
M.A. SUNY at Albany
Adjunct Instructor of Mathematics

Nouran Zohdy
M.B.A. Utica College
Adjunct Lecturer of Financial Crime Management

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. Dr. Virgil Crisafulli
Raymond J. Cristman
Edward B. Cutler

Mary Drucker
George Dmohowski
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 Wester 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

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Timothy N. Coakley '59
Janet Desens '02

Stephan Shapiro '94
Tanner Stewart '10
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Jeremy Welsh '01

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Carolyn J. Berwald '64 (*Deceased*)
Margaret W. Betler '57 (*Deceased*)
Bruce A. Brodsky '73
Joseph Camerata '49 (*Deceased*)
Harold T. Clark Jr. '65
Vincent J. Coyne '66
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Victor J. Grimaldi '55 (*Deceased*)
Dr. Louis M. Haddad '51

Dr. Toffe M. Hadity '52 (*Deceased*)
Frank P. Mammone '50 (*Deceased*)
Thomas J. Nelson '69
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James A. Riccardi '60 (*Deceased*)
James R. Salamy '73
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Jane R. Tofalo '54 (*Deceased*)
Philip G. Vanno Jr. '73 (*Deceased*)
Henry G. Williams '51 (*Deceased*)
Michael L. Yeoman '83

Honorary Degrees

Degrees Awarded by Utica College of Syracuse University

(Syracuse University Honorary Degrees)

October 19, 1961

Moses G. Hubbard
Honorary Doctor of Laws

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

May 1974

Allen H. Nucharth
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 1985
Mstislave Rostropovich
Honorary Doctor of Letters

May 1994
The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Dr. Prosper Igboeli '74
Honorary Doctor of Humane Letters

May 1987
Edward W. Duffy '50
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

May 1989
Dr. Henry DiSpirito
Honorary Doctor of Humane Letters

Utica College Honorary Degrees (Conferred by Utica College Board of Trustees)

(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

May 2006
Mike Farrell
Honorary Doctor of Laws
Dr. Albert H. Shaheen '49
Honorary Doctor of Humane Letters

May 2007
Colonel Eileen Collins
Honorary Doctor of Science
Dr. Sandro Sticca '57
Honorary Doctor of Humane Letters

May 2008
Eugene R. Corasanti
Honorary Doctor of Laws

May 2010
Martin Biegelman
Doctor of Laws

John Martin '59, Esq.
Honorary Doctor of Laws

May 1999

Theodore Martin '61
Honorary Doctor of Commercial Science

May 2000

Jan Schlichtmann
Honorary Doctor of Humane Letters

May 2001

Frank Deford
Honorary Doctor of Humane Letters

F. Eugene Romano

Honorary Doctor of Laws

May 2002

Judith Viorst
Honorary Doctor of Letters

May 2003

Harold T. Clark Jr. '65
Honorary Doctor of Laws

George W. Haley
Honorary Doctor of Humane Letters

May 2004

The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Joseph P. Furgal '50
Honorary Doctor of Humane Letters

Charles A. Gaetano

Honorary Doctor of Laws

May 2005

Kate Oser
Honorary Doctor of Humane Letters

Ray Suarez
Doctor of Letters

May 2011

Raymond Serway '59
Doctor of Science

April 2012

Leonard Pitts
Doctor of Humane Letters

May 2012

Malaak Compton-Rock
Doctor of Humane Letters

May 2013

Eugene Robinson
Doctor of Humane Letters

Nguyen Thi Quynh Lam
Doctor of Humane Letters

May 2014

Dominick "Don" Carbone
Doctor of Humane Letters

Doris Wester Miga
Doctor of Humane Letters

May 2015

Samuel B. Feitelberg
Doctor of Science

Gwen Ifill
Doctor of Humane Letters

May 2016

Kujtim Cashku
Doctor of Letters

Reverend Paul J. Drobin

Doctor of Sacred Theology

HEGIS Codes

Program

Accounting (B.S.)

Aging Studies (Minor)

Animal Behavior

Anthropology (Minor)

Biochemistry (B.S.)

Hegis Code

0502

0414

Biology (B.S.)	0401
Business (see Management)	
Business Administration Graduate Programs	
Business Economics (B.S.)	0517
Chemistry (B.S. or Minor)	1905
Child Life (see Psychology-Child Life)	
Communication (see Communication Arts, Journalism Studies, and Public Relations)	
Communication Arts (B.A. or Minor)	1506
Computer Science (B.S. or Minor)	0701
Construction Management (B.S.)	
Creative Writing (Minor)	
Criminal Justice (B.S.)	2105
Criminal Justice - Economic Crime Investigation (B.S.)	2105
Cybersecurity - Graduate Program	
Cybersecurity and Information Assurance (B.S.)	
Economic Crime Management (M.S.)	
Economics (B.A. or Minor)	2204
English (B.A.)	1501
English Language (Minor)	
Film Studies (Minor)	
Financial Crimes Investigation (Certificate)	5505
Foreign Languages (B.A.)	
French (Minor)	
Gender Studies (Minor)	
Geoscience (B.S. and B.A. and Minor)	
Government and Politics (B.A.)	2207
Government (Minor)	
Health Care Administration	
Health Studies (B.S.)	1299
Health Studies - Human Behavior (B.S.)	2101
Health Studies - Management (B.S.)	1202
Health Care Advocacy Navigation (Minor)	
Health Care Ethics (Minor)	
History (B.A., Minor or Dual)	2205
Homeland Security and Emergency Management (B.S. or Certificate)	
Human Rights Advocacy (Minor)	
International Studies (B.A.)	2210
Journalism Studies (B.S. or Minor)	0602
Liberal Arts - Engineering (see Physics)	
Liberal Studies (B.S.)	4901
Liberal Studies (M.S.)	4901
Literature (Minor)	

Management (B.S. or Minor)	0506
Mathematics (B.A. or Minor)	1701
Neuroscience (B.S.)	
Nursing (B.S.)	1203
Nursing (RN-B.S.)	
Nursing Accelerated Second Bachelor's Degree	
Nursing Accelerated Second Bachelor's Degree (Florida)	
Occupational Therapy (M.S.)	
Occupational Therapy - Weekend Program (M.S.)	
Philosophy (B.A. or Minor)	1509
Healthcare Ethics (Minor)	
Philosophy Justice (Minor)	
Physical Therapy (D.P.T.)	
Physics (B.A. or B.S.)	1902
Psychobiology (B.S.)	
Psychology (B.S. or B.A. or Minor)	2001
Psychology-Child Life (B.S.)	2009
Public Relations (B.S.)	0699
Public Relations-Journalism Studies (B.S.)	0601
Recreation Leadership (Minor)	
Risk Management and Insurance (B.S. or Minor)	
Sociology and Anthropology (B.A.)	2208
Sociology (Minor)	
Spanish (Minor)	
Theatre (Minor)	
Therapeutic Recreation (B.S.)	2199
Wellness and Adventure Education (B.S. or Dual)	
Writing (Minor)	