

2021 Graduate Catalog

SUMMER - FALL

MAY 2021

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

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About UC

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

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

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

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

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

For Further Information:

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

For information on our Mission Statement and Values, please visit this link.

Graduate Education at UC

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

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

Charter and Accreditation

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

The Utica College Education programs are accredited by the Teacher Education Accreditation Council (TEAC). Specifically, the Teacher Education Programs are accredited for a period of ten years, from April 2011 to April 2021, and the Educational Leadership and Administration Programs are accredited for a period of five years, from April 2011 to April 2016. The Physical Therapy Program at Utica College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (315) 792-3075 or email aelazza@utica.edu. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

Non-discrimination Policy

Utica College is an equal opportunity, affirmative action institution, and accepts students and employs individuals without regard to race, creed, color, sex, pregnancy, ethnic or national origin, religion, marital status, age, sexual orientation, gender identity, gender expression, veteran status, disability, AIDS, citizenship status, genetic predisposition, domestic violence victim status, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in Utica College programs, services, and activities.

The 504 ADA Compliance Officer for Utica College is Lisa Green, Vice President for Human Resources and Personnel Development (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, Assistant Vice President of Human Resources and Personnel Development (315-792-3736 or lgreen@utica.edu)

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

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

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

Disclaimer Statement

The online version of the Utica College Graduate Catalog is the official version. The online catalog will be updated two times a year. The Spring-Winter catalog will be published in early January and the Summer-Fall catalog will be published in early May. The official publication date of this catalog is January 2020. It is the student's responsibility to know and follow 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 reserves the right to deny admission, re-admission, registration, or re-registration, and to dismiss or suspend either from classes or a College residence any student who is unable to meet the College's academic or health standards, or whose behavior is not in accord with the rules and regulations of the College.

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

Charter and Accreditation

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

The Utica College Education programs are accredited by the Teacher Education Accreditation Council (TEAC). Specifically, the Teacher Education Programs are accredited for a period of ten years, from April 2011 to April 2021, and the Educational Leadership and Administration Programs are accredited for a period of five years, from April 2011 to April 2016. The Entry Level Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245, accreditation@apta.org, www.capteonline.org. The Graduate

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

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

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
- diversity of perspective, background, and experience in an increasingly global society
- community and professional service
- ethical behavior and integrity in all that we do
- freedom of expression and the open sharing of ideas and creativity
- open, honest, and collegial communication
- the well being of others

Graduate Education at UC

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

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

Admission Requirements

Admission to Utica College

Applying to graduate programs at Utica College is a comprehensive process that warrants thorough consideration and preparation. Each program's faculty evaluates admissibility based on a broad package of application materials that

includes not only test scores and grades, but also research interests, past employment, portfolios, recommendations, and a statement of goals. When preparing an application package, it is critical to carefully consider each component of the process in an effort to present the strongest application possible. Space in many of our programs is limited and, as a result, admission is highly competitive.

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

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

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

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

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

All applicants to graduate programs at Utica College must have a baccalaureate degree from an accredited institution and must complete the appropriate application forms. Students whose native language is not English are required to submit proof of their proficiency in English. TOEFL (550/79), IELTS (6.5) All students whose native or first language is not English will be required to take an English proficiency examination regardless of their TOEFL or IELTS score. In addition, the individual programs have program-specific requirements (see below).

International Graduate Students

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

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

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

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

Transcript Evaluation Service

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

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

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

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

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

Graduate and Professional Examinations

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

Accounting (M.S.)

Applicants to the MS in Accounting program:

- Bachelor's degree in accounting from an accredited institution or a bachelor's degree in business that includes at least 18 credit hours in accounting.
- Undergraduate GPA of at least 3.0.
- 1 letter of recommendation.
- A personal statement.

Business Administration

Applicants to the MBA in Professional Accountancy program:

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

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

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

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

Those applicants with a BS degree in a field other than business may be required to complete up to 12 hours of prerequisite classes in addition to the 30-hour program.

Clinical Social Work (M.S.W.)

Applicants to the Clinical Social Work program must have:

- Bachelor's degree from an accredited institution.
- Official transcripts
- 2.5 GPA (All applications are evaluated holistically with consideration given to GPA, work experience, personal statement, and references. Applicants who do not meet this minimum will be evaluated by the admissions committee on a case-by-case basis.)
- A personal statement. Personal statements need to be 2-3 pages. It should: (1). Explain your reasons for wanting to enter the social work field and why the Utica College MSW program in recovery oriented clinical social work interests you and (2). Describe how your life experiences have helped you become the person you are today.
- 2 letters of recommendation are required, which must be either from a current or former work supervisor or a course instructor (e.g., someone in a position to evaluate your professional and academic qualities).

Computer Forensics

Applicants to the Computer Forensics program:

1. An overall GPA of 3.0 or above
2. A letter of recommendation.
3. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.

Cybersecurity (M.S.)

Applicants to the Cybersecurity program must have:

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

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

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

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

Education

Graduate education application deadlines

- For the Spring semester (Starts January) - December 10th
- For the Summer semester (Starts May) - April 10th
- For the Fall semester (Starts late August) - August 10th

Applicants to the Childhood and Special Education Program:

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

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

6 credits in each of the following areas: English, science, math, history; and

- One year of college-level study in a language other than English;
- One course in the fine arts.

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

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

- A major or major equivalent in the subject area in which they wish to teach.
- Miller Analogies Test (MAT)
- Personal Statement

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

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

Applicants to the Special Education Teacher Certification Program:

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

Applicants to the Leadership and Instruction for Inclusive Classrooms Programs:

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

Internal transfers within the Education Department:

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

Family Nurse Practitioner (M.S.)

Applicants to the Nursing - Family Nurse Practitioner (M.S.) must have:

- Unencumbered RN license.
- Undergraduate degree in nursing from an accredited baccalaureate nursing program with coursework at the undergraduate level in: statistics (B or higher) and Health Assessment (B or higher).
- Undergraduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. *(2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of 1/2 time work)*
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:
 1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track
 2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.

3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Family Nurse Practitioner (C.A.S.)

Applicants to the Nursing - Family Nurse Practitioner (C.A.S.) must have:

- Unencumbered RN license.
- Master's degree in nursing from an accredited nursing program with coursework at the graduate level in: Pathophysiology, Pharmacology, and Health Assessment.*
- Graduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. (*2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of 1/2 time work*)
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:
 1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track
 2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.
 3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

**If student does not have coursework at the graduate level in Pathophysiology, Pharmacology, and/or Health Assessment, these courses can be taken as part of the CAS.*

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Financial Crime and Compliance Management (M.S.)

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

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 3.0.

- A letter of support from applicant's employer.
- 3 letters of recommendation.
- A personal statement.

A GMAT score may be required at the discretion of the Financial Crime and Compliance Management Program Director for those candidates with less than a 3.0 undergraduate GPA.

Health Care Administration (M.H.A)

Applicants to the Health Care Administration program must have:

- Bachelor's degree in a health-related field from an accredited institution or a 40 hour observation with a healthcare administrator required.
- Undergraduate GPA of at least 3.0.
- 2 letters of recommendation.
- Personal statement.

Nursing Education (M.S.)

Applicants to the Nursing Education (M.S.) must have:

- Unencumbered RN license.
- Undergraduate degree in nursing from an accredited baccalaureate nursing program with coursework at the undergraduate level in: statistics (B or higher) and Health Assessment (B or higher).
- Undergraduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. (*2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of 1/2 time work*)
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:
 1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track
 2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.
 3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Nursing Education (C.A.S.)

Applicants to the Nursing Education (C.A.S.) must have:

- Unencumbered RN license.
- Master's degree in nursing from an accredited nursing program with coursework at the graduate level in: Pathophysiology, Pharmacology, and Health Assessment.*
- Graduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. (*2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of ½ time work*)
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:
 1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track
 2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.
 3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

**If student does not have coursework at the graduate level in Pathophysiology, Pharmacology, and/or Health Assessment, these courses can be taken as part of the CAS.*

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Nursing Leadership (M.S.)

Applicants to the Nursing Leadership (M.S.) must have:

- Unencumbered RN license.
- Undergraduate degree in nursing from an accredited baccalaureate nursing program with coursework at the undergraduate level in: statistics (B or higher) and Health Assessment (B or higher).
- Undergraduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. (*2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of ½ time work*)
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:
 1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track

2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.

3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Nursing Leadership (C.A.S.)

Applicants to the Nursing Leadership (C.A.S.) must have:

- Unencumbered RN license.
- Master's degree in nursing from an accredited nursing program.
- Graduate GPA of at least 3.0.
- 2,000 clock hours of work experience in nursing, verified by an HR Dept. (*2,000 clock hours is roughly equivalent to of 1 year of full-time work of 2 years of ½ time work*)
- Two letters of recommendation.
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill and knowledge of the advanced practice nurse's role. The statement of interest must include well-constructed responses to the following:

1. Describe how your professional experiences have prepared you for future education in the role which is the focus of your desired track

2. Describe your plans to alter your work, professional and /or personal obligations in order to have time needed to successfully complete graduate course and clinical work.

3. Identify one significant contemporary issue/problem in the current US health care system and discuss how members of the nursing discipline can help address/solve the issue/problem.

NOTE: Applicant must also report all licenses/registrations from all jurisdictions and/or states in which a license/registration is or has ever been held, including any registrations through practical nursing boards, education boards, occupational licensing boards or emergency medical services that the applicant holds or has ever held.

NOTE: Depending on the country, the applicant may need to provide an official credential evaluation from WES, etc. Normally, if the transcripts are in English, they can be read by graduate admissions. However, the college reserves the right to ask for an official credential evaluation if warranted.

Occupational Therapy

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

Applicants to the Occupational Therapy program must have:

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

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

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

For more information:

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

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

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

Entry Level Physical Therapy (DPT)

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

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

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

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

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

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

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

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

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

Post-Professional (Transitional) Doctor of Physical Therapy

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

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

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

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

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

Important Dates

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

Programs of Study

Accounting (M.S.)

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

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

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

Prerequisites for Admission to this Program

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

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

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

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

Graduates from this program will be able to:

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

Academic Requirements (30 credit hours)

Required Courses (24 credits)

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

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

Select six credits of electives from the following:

- **ACC 604 - Seminar in Assurance & Forensic Auditing (3)**
- **ACC 605 - Financial Reporting and Analysis (3)**
- **BUS 517 - Small Business Innovation (3)**
- **BUS 607 - Brand Analytics and Marketing (3)**
- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **BUS 627 - Digital Marketing (3)**
- **BUS 637 - Small Business Funding (3)**
- **BUS 641 - The Global Consumer, Markets and Logistics I (1.5)**
- **BUS 642 - The Global Consumer, Markets and Logistics II (1.5)**
- **BUS 647 - Venture Implementation (3)**
- **DSC 607 - Data Mining (3)**
- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**
- **FCM 603 - Management of Fraud Prevention and Detection (3)**
- **FCM 623 - Advanced Fraud Investigation and Analysis (3)**

- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **FCM 632 - Information and Communication Security (3)**
- **MGT 617 - Corporate Ethics (3)**
- **RMI 610 - Insurance and Risk Management for Today's Professional (3)**
- **RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)**
- **RMI 630 - Insuring and Managing Risk for the Person (3)**
- **RMI 640 - Managing Risk Across the Enterprise (3)**

Economic Crime and Fraud Management (M.B.A.) (No longer admitting students - being taught out)

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

The Master of Business Administration degree program in Fraud Management provides students who have completed their undergraduate education in related academic areas or students currently employed in law enforcement or industries impacted by fraud or security issues to obtain professional skills in management specific to the prevention and detection of fraud. The program, which can be completed in two and one half years of part-time study, utilizes a flexible distance-learning format.

Student Learning Goals

Graduates from this program will be able to:

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

Academic Requirements (30 credit hours)

Prerequisites

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

Management Courses

- **MGT 610 - Core Topics in Management (3)**

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

The Management Capstone Course:

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

Fraud Management Required Courses

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

The Fraud Management Capstone Course:

Fraud Management Elective Courses

Select one elective from the following:

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

Note:

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

Management (M.B.A.)

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

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

Graduates from this program will be able to:

- Integrate concepts from various business disciplines to identify and formulate business strategies and solve business problems.
- Analyze and evaluate business problems using a variety of techniques and devise data-driven solutions.
- Examine business situations and problems from a global perspective and assess how cultural differences impact businesses.

- Appraise leadership attributes in business and other social/public and forums and interpret its impact on business and/or personal outcomes.

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

- Business Analytics
- Cybersecurity
- Entrepreneurship
- Finance/Accounting
- Health Care Management
- Insurance and Risk Management
- Social Science Analytics
- General

Academic Requirements (30 Credit Hours)

Business Core

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

Elective Classes (12 credit hours)

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

Business Analytics

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

Take 4 of the 5 courses

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

Cybersecurity

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

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

Entrepreneurship

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

- Analyze the necessary decision-making processes in entrepreneurship and intrapreneurship.
- Plan, design, and create strategic and innovative business models.
- Assess and evaluate fundamental tasks associated with entrepreneurship and intrapreneurship that involve human capital, logistics, and technology.
- **BUS 517 - Small Business Innovation (3)**
- **BUS 627 - Digital Marketing (3)**
- **BUS 637 - Small Business Funding (3)**
- **BUS 647 - Venture Implementation (3)**

Finance and Accounting

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

- Analyze and apply accounting information to facilitate strategic decision making.
- Employ financial decision models to select appropriate projects for a business enterprise and manage firm growth through strategies such as mergers, acquisitions, international expansion, and new venture development
- **ACC 563 - Forensic Accounting (3)**
- **ACC 601 - Advanced Managerial Accounting (3)**
- **ACC 607 - Financial Statement Analysis (3)**
- **FIN 613 - Advanced Corporate Finance (3)**

Health Care Management

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

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

You must take 4 from the following courses:

- **HCA 527 - Ethical and Legal Issues in Health Care (3)**
- **HCA 616 - Organizational Development and Change (3)**
- **HCA 627 - Health Care Information Systems (3)**
- **HCA 531 - Marketing and Strategic Planning in the Service Sector (3)**
- **HCA 614 - Quality and Performance Improvement in Evidence Based Health Care (3)**

Insurance and Risk Management

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

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

Social Science Analysis

This specialization is for those interested in macroscopic theories and practices of where we live and work. This emphasis on social data encourages you to understand the impact of your analyses in an organizational and societal context.

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

Disaster Fraud Management

The specialization prepares fraud management professionals to confront the global financial threat of disaster fraud. While the countries of the world are dealing with disasters including earthquakes, hurricanes, and pandemics, fraudsters implement new and innovative fraud schemes that prey on citizens, financial services and government entities. Upon completion of the Disaster Fraud specialization, you will have demonstrable expertise in identifying, investigating and mitigating disaster fraud.

An MBA with a specialization in Disaster Fraud Management can prepare you for careers in the private and public sector, including but not limited to:

- Fraud and Compliance Investigations
- Office of the Inspector Generals on state and federal levels
- Agencies Administering Disaster Relief Programs such as FEMA
- **FCM 603 - Management of Fraud Prevention and Detection (3)**
- **FCM 604 - Seminar in Fraud Management (3)**
- **FCM 622 - Legal Concepts of Criminal Fraud (3)**
- **FCM 623 - Advanced Fraud Investigation and Analysis (3)**

General Management

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

Additional Requirements

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

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

Professional Accounting (M.B.A.)

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

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

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

Student Learning Goals

Graduates from this program will be able to:

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

Academic Requirements (30 Credit Hours)

Business Core

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
- **BUS 621 - Financial Fluency I (1.5)**
- **BUS 622 - Financial Fluency II (1.5)**
- **BUS 631 - Data-Driven Decision-Making I (1.5)**

- **BUS 632 - Data-Driven Decision-Making II (1.5)**
- **BUS 641 - The Global Consumer, Markets and Logistics I (1.5)**
- **BUS 642 - The Global Consumer, Markets and Logistics II (1.5)**
- **BUS 651 - Strategy I (1.5)**
- **BUS 652 - Strategy II (1.5)**

Required Accounting Classes

- **ACC 601 - Advanced Managerial Accounting (3)**
- **ACC 602 - Accounting Theory & Practice (3)**

Elective Classes in the MBA Concentration

Select three electives from the following:

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

Prerequisites for Admission to this Program

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

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

Computer Forensics Advanced Certificate (C.A.S.) (No longer admitting students - being taught out)

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

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

Students who complete the certificate will be able to:

- Apply computer forensics tools and techniques to solving issues related to malicious cyber incidents

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

Required Courses (18 Credit Hours)

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

Cyber Policy Advanced Certificate (C.A.S.) (No longer admitting students - being taught out)

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

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

Students who complete the certificate will be able to:

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

Required Courses (18 Credit Hours)

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

Cyber Policy and Risk Analysis (M.P.S.) (No longer admitting students - being taught out)

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

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

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

Graduates from this program will be able to:

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

Academic Requirements - 30 Credits

Major Core Requirements (15 Credit Hours)

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

Professional Development Course (3 Credit Hours)

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

Cybersecurity Policy Specialization Courses (12 Credit Hours)

- **CYB 680 - Cyberspace Law, Public Policy, and Politics (3)**
- **CYB 681 - The Law and Ethics of Cyber Espionage (3)**
- **CYB 682 - Cyber War and Deterrence (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**

Cybersecurity (M.S.)*

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

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

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

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

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

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

Student Learning Goals

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

***Utica College has been designated as a National Center of Academic Excellence in Information Assurance and Cyber Defense Education by the National Security Agency (NSA) and the Department of Homeland Security. This prestigious five-year designation (2014 - 2019) puts Utica College in the elite ranks of colleges and universities with cybersecurity curricula, faculty and facilities that meet or exceed very stringent national criteria**

Academic Requirements (30 - 33 Credit Hours)

Preparatory Requirement

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

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

Major Core Requirements (18 credit hours)

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

Computer Forensics Specialization Requirements (12 credit hours)

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

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

- **CYB 653 - Network Forensics (3)**
- or
- **CYB 659 - Advanced Topics in Computer Forensics (3)**

Cyber Operations Specialization Requirements (12 credit hours)

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

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

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

Data Analytics Specialization Requirements (12 credit hours)

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

Take 4 of the 5 courses

- **DSC 501 - Introduction to Data Science (3)**
- **DSC 503 - Statistical Methods (3)**
- **DSC 607 - Data Mining (3)**

- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**

Intelligence Requirements Specialization Requirements (12 credit hours)

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

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

Electronic Crime Specialization Requirements (12 Credits)

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

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

Malware Analysis Specialization Requirements (12 Credits)

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

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

Cyber Policy Specialization Requirements (12 Credits)

The Cyber Policy and Risk Analysis specialization examines cybersecurity from a privacy, risk management, and ethical perspective. Students evaluate various methodologies of designing and evaluating cyber policy from a national and global perspective. Coursework focuses on cyber risk management frameworks, the legal foundations of information security, data privacy, and ethical issues in cybersecurity.

- **CYB 665 - Legal Foundations of Information Security and Privacy (3)**
- **CYB 668 - Organizational Risk Management Frameworks (3)**
- **CYB 688 - International Aspects of Cyber Policy (3)**
- **PHI 655 - Cyber Ethics (3)**

Multiple Specializations

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

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

Florida Registration

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

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

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

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

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

Financial Crime and Compliance Management (M.S.)

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

The master of science degree program in Financial Crime and Compliance Management - the only graduate level program of its kind in the United States-provides professional education to members of private corporations, government agencies, and professional associations who aspire to advance their competencies in managing corporate and advanced technological resources devoted to combating economic crime. The program, which can be completed in two years of part-time study, utilizes a flexible distance learning format, brief on-campus residencies, and study at home. Students participate in a three-day residency while completing their coursework via the Internet. The residency program provides opportunities for students to achieve hands-on, technology-related skill learning through labs and demonstrations. The residency also allows students wishing to lead organizations operating in a global environment to acquire the requisite knowledge, skills, and vision with minimal impact on their full-time positions.

The Financial Crime and Compliance Management program combines the areas of management, technology, analytical skills, and a knowledge and understanding of economic crime from a global perspective. The master's degree program was developed in cooperation with the Board of Advisors of the Economic Crime Institute (ECI), a body comprised of

individuals who are leaders in various industries and governmental organizations that are adversely impacted by economic crime.

Student Learning Goals

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

Academic Requirements (36 Credit Hours)

Management Courses (9 credit hours)

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

Economic Crime Courses (6 credit hours)

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

Technology Courses (9 credit hours)

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

Analytical Skills (6 credit hours)

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

Cumulative Experience (6 credit hours)

- **FCM 651 - Professional Project I (3)**
and
- **FCM 652 - Professional Project II (3)**
or
- **FCM 653 - Thesis I (3)**

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

Financial Crime and Compliance Operations (C.A.S) (No longer admitting students - being taught out)

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

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

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

Required Courses (18 Credit Hours)

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

Monitoring, Surveillance and Intelligence Operations Advanced Certificate (C.A.S.) (No longer admitting students - being taught out)

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

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

Students who complete the certificate will be able to:

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

Required Courses (18 Credit Hours)

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

Organizational Risk Assessment and Management Advanced Certificate (C.A.S.) (No longer admitting students - being taught out)

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

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

Students who complete the certificate courses will be able to:

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

Required Courses (18 Credit Hours)

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

Regulatory and Compliance Assurance Advanced Certificate (C.A.S.)

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

This graduate certificate provides students with the opportunity to gain knowledge of this topic and meet their career goals by concentrating on the increasing challenges risk managers face in working with colleagues to compete in the global marketplace. Combining specific courses that address these requirements allows the student to focus on core academic material. In addition, today's agile business environments require managers and leaders who can navigate the complexities of this complex legal and regulatory environment.

Required Courses (18 Credit Hours)

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

Securities Compliance Advanced Certificate (C.A.S.) (No longer admitting students - being taught out)

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

Required Courses (18 Credit Hours)

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

- **MGT 617 - Corporate Ethics (3)**

Education

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

- **The Master of Science degree program in Childhood Education*** is designed for students who seek certification to teach children in grades 1-6.
- **The Master of Science degree program in Childhood and Special Education*** is designed for candidates seeking initial certification in both childhood and special education, grades 1-6.
- **The Master of Science degree program in Adolescence Education*** is designed for candidates seeking certification to teach biology, chemistry, English, mathematics, physics, or social studies to students in grades 7-12.
- **The Dual Degree Program with BA in History (see Undergraduate Catalog) and a Master of Science in Adolescence Education** is designed 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.
- **The Dual Degree Program with a BS in Communication and Media (see Undergraduate Catalog) and Childhood Education, Grades 1-6 (M.S.)** is designed for candidates who are admitted at the undergraduate level into the 5-Year BS Communications and Media-MS Childhood Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood education with their Master of Science degree.
- **The Dual Degree Program with a BA in Communication and Media (see Undergraduate Catalog) and Childhood Education, Grades 1-6 (M.S.)** is designed for candidates who are admitted at the undergraduate level into the 5-Year BA Communications and Media-MS Childhood Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood education with their Master of Science degree.
- **The Dual Degree Program with a BS in Communication and Media (see Undergraduate Catalog) and Childhood and Special Education, Grades 1-6 (M.S.)** is designed for candidates who are admitted at the undergraduate level into the 5-Year BS Communications and Media-MS Childhood and Special Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood and special education with their Master of Science degree.
- **The Dual Degree Program with a BS in Wellness and Adventure Education (see Undergraduate Catalog) and a Master of Science in Physical Education and Health Education** is designed for candidates who are admitted at the undergraduate level into the BS Wellness and Adventure Education-MS Physical Education and Health Education program. Candidates earn a bachelor's degree in Wellness and Adventure Education and obtain New York State initial/professional certification in physical education and health education with their Master of Science degree.
- **The Master of Science degree program in Adolescence and Students with Disabilities Grades 7-12 Generalist*** is designed for candidates seeking initial certification in both adolescence and special education, grades 7-12.
- **The Master of Science degree program in Adolescence Education-Apprenticeship Teacher Certification Program** is a specialized option for students in the high-need teaching areas of biology, chemistry, earth science, English, French, mathematics, physics, social studies, Spanish, or technology. Candidates in this program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district.
- **The Master of Science degree program in Students with Disabilities Grades 7-12 Generalist*** is designed for candidates seeking initial certification in special education, grades 7-12.
- **The Master of Science degree program in Special Education Teacher Certification** is designed for candidates who have initial, provisional, or professional certification in childhood grades 1-6 and who wish to add certification in special education.
- **The Master of Science in Education degree program in Leadership and Instruction for Inclusive Classrooms*** provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms and in educational environments. The Master of Science in Education degree program provides courses of study appropriate for students

seeking professional teacher certification at any grade level and is also appropriate for those not seeking certification.

- **The Master of Science degree program in Educational Leadership and Administration** is designed for candidates seeking a master's degree and New York State certification as a school building leader. Candidates must hold a permanent or professional teaching certificate, have three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.
- **The Master of Science degree program in Educational Leadership and Administration - Non-certification** is a program of study for candidates seeking a master's degree but not seeking New York State certification as school building leader.
- **The Certificate of Advanced Study (CAS) School Building Leader** is a program of study for candidates seeking New York State certification as a school building leader. By completion of the program, to be certified as school building leaders, candidates must hold a professional teaching certificate, three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.
- **The Certificate of Advanced Study (CAS) School District Leader** is a program of study for candidates seeking New York State certification as school district leader. By completion of the program, to be certified as school district leaders, candidates must hold a professional teaching certificate, three years of teaching experience, complete a minimum of 60 credit hours of approved graduate study above the bachelor's degree, and successfully complete the written and performance components of the State assessment in school district leadership.

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

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

Non-Matriculated Students

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

A maximum of six credit hours can be taken as a non-matriculated student (See "Matriculation" in the Academic Policies and Procedures section of this Catalog).

Internal Transfers within Educator Preparation Programs

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

Academic Policies Specific to Education Students

Any student who receives an "F" for cheating will be dismissed from the program.

TEAC Claims and Cross-cutting Liberal Education Themes

Education Program

TEAC Claim 1 Our degree candidates have a strong knowledge of subject matter.

TEAC Claim 2 Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.

TEAC Claim 3 Our degree candidates acquire teaching skills that promote student learning.

TEAC Claim 4 Our degree candidates teach caringly and effectively and are professionals.

Educational Leadership and Administration Program

TEAC Claim 1 Our graduates use theory, research, and best practice to inform their leadership.

TEAC Claim 2 Our graduates use effective decision making to implement change in schools.

TEAC Claim 3 Our graduates are caring leaders who strive to ensure that all students attain high educational standards.

Cross - cutting Liberal Education Themes for all Programs

Learning how to learn

Multicultural perspectives and accuracy

Technology

For up-to-date program information, please visit www.utica.edu/programs

*In some specific circumstances, students can take these programs on a Non-New York State Certification track. For more information about this please contact the Educator Preparation Office at (315) 792-3815.

**Pending NYSED approval

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

HEGIS Code - 0803

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

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

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

Academic Requirements (58 Credit Hours)

Required Courses (40 credit hours)

- **EDU 501 - Foundations of Literacy (3)**

- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 527 - Adolescence Special Education Methods (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**

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

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

Professional Development in Education (3 credit hours)

Choose one course

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

Content Area Electives (6 credit hours required)

Choose two courses in your certification content area.

Student Teaching or Mentored Internship (9 credit hours)

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

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

NYSED Initial Certification

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

Adolescence Education Apprenticeship - Alternative Teacher Certification Program

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

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

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

Academic Requirements (38 Credit Hours)

Required Courses (29 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 507 - Mentoring I (1)**
- **EDU 508 - Mentoring II (1)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 513 - Transitional B Supervision 1 (1)**
- **EDU 514 - Transitional B Supervision 2 (1)**
- **EDU 521 - Foundations of American Education (3)**

- **EDU 524 - Methods of Teaching in the Content Areas (3)**
or
- **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)**
or
- **EDU 543 - Adolescent Foreign Language Methods (3)**

- **EDU 613 - Transitional B Supervision 3 (0)**
- **EDU 614 - Transitional B Supervision 4 (0)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

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

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

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

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

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

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

Academic Requirements (46 Credit Hours)

Required Courses (28 credit hours)

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

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

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

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

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

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

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 5-6

Academic Requirements (12 credit hours)

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

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

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

This is a program of study for candidates who are admitted at the undergraduate level into the 5-Year BA English-MS Adolescence Education dual-degree program. Candidates earn a bachelor's degree in English and their Master of Science degree in education, while also becoming eligible to obtain New York State initial/professional certification in adolescence education. Candidates in this program will synthesize their experience in the dual-degree program in the Seminar in Graduate English Studies and may present on their experiences to fellow students or professionals. Students must maintain a minimum GPA 3.0 in years three, four, and five.

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

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

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

Learning Objectives

Students who complete the dual-degree program will:

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

Academic Requirements: 36 Credit Hours

Required Courses (in addition to BA English requirements)

Graduate Pedagogical Courses: 18 credit hours

- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Graduate Content Area Elective Courses: 9 Credit Hours

Student Teaching or Mentored Internship: 9 Credit Hours

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

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

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

Academic Requirements (40 Credit Hours)

Required Courses (in addition to BA History requirements)

Major Core Requirements (28 credit hours)

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

Content Area Electives (9 credit hours)

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

Student Teaching Internship (9 credit hours)

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

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

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

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

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

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

Academic Requirements (61 Credit Hours)

Required Courses (43 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 526 - Childhood Special Education Methods (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

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

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

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

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

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

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

Academic Requirements (49 Credit Hours)

Required Courses (31 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Content Area Electives (6 credit hours)

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

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 7-9

Academic Requirements (9 credit hours)

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

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

Clinical Social Work (M.S.W.) Traditional Entry

The online Master of Social Work program prepares students to work as clinicians who support individuals, families, groups, and communities in hospitals, private practice, schools, and social service settings. This program offers both the coursework and the 900 hours of work in the field necessary to sit for the entry-level licensing exam for clinical social work. The program offers a range of clinical electives enabling students to focus their clinical education on adults, children, or some other area of interest.

Students may enroll full-time or part-time, and cohorts begin in the fall and spring semesters.

The program offers two points of entry: one for students with a bachelor's degree in social work (BSW) and one for those without. Whereas candidates entering the program with a BSW begin working towards "specialization" coursework immediately, those entering with other undergraduate majors begin coursework in the "foundation" year.

Retention and Graduation Requirements

Students must maintain a minimum cumulative GPA of 3.0 to remain in the program and must complete all degree requirements and students must pass a comprehensive exam that must be taken as a program requirement during the final semester in the program.

Student Learning Goals

Outcomes for the MSW are based on the nine core competencies set out by the Council on Social Work Education (CSWE). Students will begin work towards proficiency in the competencies through coursework taken during their first foundational year, and will revisit each core competency during their second, specialization year. Upon graduation from this program students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

MSW Traditional Program Academic Requirements (60 Credit Hours)

First Year

First Semester (15 credit hours)

- **SWK 501 - Human Behavior in the Social Environment (3)**
- **SWK 503 - Evidence for Practice (3)**
- **SWK 504 - Power, Privilege, and Oppression (3)**
- **SWK 511 - Social Work With Individuals, Families, and Groups (3)**

- **SWK 521 - Field Work 1 (3)**
or
- **SWK 531 - Field Work 1A (1.5) (for part time students)**
and
- **SWK 532 - Field Work 1B (1.5) (for part time students)**

Second Semester (15 credit hours)

- **SWK 502 - Recovery Theory, Values, and Skills (3)**
- **SWK 512 - Social Work with Communities and Organizations (3)**
- **SWK 505 - Assessment of Mental Health Across the Lifespan (3)**
- **SWK 506 - Advocacy for Mental Health (3)**

- **SWK 522 - Field Work 2 (3)**
or
- **SWK 535 - Field Work 2A (1.5) (for part time students)**
and
- **SWK 536 - Field Work 2B (1.5) (for part time students)**

Second Year

First Semester (15 credit hours)

- **SWK 601 - Clinical Social Work Practice I (3)**
- **SWK 602 - Clinical Social Work Practice II (3)**
- **SWK 605 - Motivational Interviewing (3)**
- **SWK 606 - Cognitive Behavioral Therapies (3)**

- **SWK 621 - Field Work 3 (3)**
or
- **SWK 631 - Field Work 3A (1.5) (for part time students)**
and
- **SWK 632 - Field Work 3B (1.5) (for part time students)**

Second Semester (15 credit hours)

- **SWK 613 - Mental Health Policy (3)**

- **SWK 614 - Clinical Case Evaluation (3)**
- **SWK 615 - Psychodynamic Theory (3)**
- **SWK 616 - Trauma and Recovery (3)**

- **SWK 622 - Field Work 4 (3)**
or
- **SWK 636 - Field Work 4B (1.5)** (*for part time students*)
and
- **SWK 636 - Field Work 4B (1.5)** (*for part time students*)
- Comprehensive Exam

Health and Physical Education (M.S.)

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

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

Academic Requirements (33 credit hours)

Required Courses (24 Credit hours)

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

Mandatory Non-credit Bearing Workshop

- First Aid & CPR certification provided by the Red Cross

Student Teaching (9 Credit Hours)

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

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

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

Academic Requirements (30 Credit Hours)

Required Courses (21 credit hours)

- **EDU 605 - Inclusive Practicum (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 616 - Environmental Design for Effective Inclusion (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 622 - Inclusive Classroom Strategies II (3)**
- **EDU 625 - Leadership and Collaboration for Quality Inclusion (3)**
- **EDU 632 - Data-Based Decision Making (3)**

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Special Education Teacher Certification Program (M.S.)

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

Academic Requirements (41 Credit Hours)

Required Courses (27 credit hours)

- **EDU 505 - Foundations of Special Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 526 - Childhood Special Education Methods (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 616 - Environmental Design for Effective Inclusion (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 622 - Inclusive Classroom Strategies II (3)**
- **EDU 632 - Data-Based Decision Making (3)**

Content Area Electives (6 credit hours required)

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

Student Teaching Internship (5 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

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

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

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

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

Academic Requirements (49 Credit Hours)

Required Courses (37 credit hours)

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

Professional Development in Education (3 credit hours required)

Choose one course

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

Student Teaching or Mentored Internship (9 credit hours)

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

Grades 7-12 Subject Extensions

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

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

NYSED Initial Certification

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

Nursing - Family Nurse Practitioner (C.A.S.)

The Family Nurse Practitioner Certificate of Advanced Study prepares post graduate advanced practice nurses to provide primary care to individuals across the lifespan and in a variety of settings. This program is offered in an online format with an on campus residency.

Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Employ analytic and diagnostic reasoning skills in the promotion of health, reduction of risk, and management of illness with diverse patient populations
5. Demonstrate interprofessional collaboration, ethical principles, and leadership through political and policy endeavors to enhance safety, quality, health care processes, and delivery systems.
6. Illustrate effective communication and collaboration during patient and family interaction and coordination of care services.

Required Courses

- **NUR 604 - Advanced Pathophysiology (3) ***
- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3) ***
- **NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)**
- **NUR 615 - Advanced Pharmacology (3) ***
- **NUR 616 - Advanced Pharmacology II (2)**
- **NUR 621 - Health Promotion and Primary Care I (5)**
- **NUR 622 - Health Promotion and Primary Care II (5)**
- **NUR 625 - Health Promotion and Primary Care III (6)**
- **NUR 634 - Nurse Practitioner Culminating Seminar (2)**
- **NUR 995 - Nurse Practitioner Skills Residency (0)**

*These courses are required. If they have already been taken, they may be transferred in subject to departmental approval.

22-31 Credit Hours

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

Nursing - Family Nurse Practitioner (M.S.)

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

Family Nurse Practitioner Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Employ analytic and diagnostic reasoning skills in the promotion of health, reduction of risk, and management of illness with diverse patient populations
5. Demonstrate interprofessional collaboration, ethical principles, and leadership through political and policy endeavors to enhance safety, quality, health care processes, and delivery systems.
6. Illustrate effective communication and collaboration during patient and family interaction and coordination of care services.

Major Course Requirements

- **NUR 588 - Org Lead & Role Devel APN (3)**
- **NUR 603 - Quality Improvement and Safety in Health Care (3)**
- **NUR 604 - Advanced Pathophysiology (3)**
- **NUR 608 - Epidemiology and Population Health (3)**
- **NUR 609 - Nursing Research and Evidence Based Practice (3)**

- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)**
- **NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)**
- **NUR 613 - Health Policy and Advocacy (2)**
- **NUR 614 - Stat Analysis and Scholarly Inquiry (3)**
- **NUR 615 - Advanced Pharmacology (3)**
- **NUR 616 - Advanced Pharmacology II (2)**
- **NUR 621 - Health Promotion and Primary Care I (5)**
- **NUR 622 - Health Promotion and Primary Care II (5)**
- **NUR 625 - Health Promotion and Primary Care III (6)**
- **NUR 634 - Nurse Practitioner Culminating Seminar (2)**
- **NUR 995 - Nurse Practitioner Skills Residency (0)**

48 Credit Hours

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

Nursing Education (C.A.S.)

The Nursing Education Certificate of Advanced Study prepares post graduate advanced practice nurses to educate nursing students and other healthcare professionals in a variety of settings. This program is offered in an online format with two teaching practicums.

Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Implement evidence-based teaching and learning strategies in diverse settings that facilitate achievement of identified outcomes and enhance professional socialization and development of learners.
5. Conduct learner-centered curriculum design and revision based on relevant organizational frameworks, alignment with parent institution, accreditation and professional standards, and program outcomes.
6. Synthesize program, course, and student learning effectiveness based on quantitative and qualitative assessment and evaluation data obtained per the systematic plan of evaluation.

Required Courses

- **NUR 604 - Advanced Pathophysiology (3) ***
- **NUR 607 - Curriculum Development and Implementation (3)**
- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3) ***
- **NUR 615 - Advanced Pharmacology (3) ***
- **NUR 617 - Instructional Design and Teaching with Technology (1,3)**
- **NUR 618 - Test Construction and Analysis (3)**
- **NUR 623 - Assessment and Evaluation in Nursing Education (3)**
- **NUR 624 - Teaching Learning Practicum (1, 2)**

*These courses are required. If they have already been taken, they may be transferred in subject to departmental approval.

16-25 Credit Hours

Nursing Education (M.S.)

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

Nursing Education Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Implement evidence-based teaching and learning strategies in diverse settings that facilitate achievement of identified outcomes and enhance professional socialization and development of learners.
5. Conduct learner-centered curriculum design and revision based on relevant organizational frameworks, alignment with parent institution, accreditation and professional standards, and program outcomes.
6. Synthesize program, course, and student learning effectiveness based on quantitative and qualitative assessment and evaluation data obtained per the systematic plan of evaluation.

Major Course Requirements

- **NUR 588 - Org Lead & Role Devel APN (3)**
- **NUR 603 - Quality Improvement and Safety in Health Care (3)**
- **NUR 604 - Advanced Pathophysiology (3)**
- **NUR 607 - Curriculum Development and Implementation (3)**
- **NUR 608 - Epidemiology and Population Health (3)**
- **NUR 609 - Nursing Research and Evidence Based Practice (3)**
- **NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)**
- **NUR 613 - Health Policy and Advocacy (2)**
- **NUR 614 - Stat Analysis and Scholarly Inquiry (3)**
- **NUR 615 - Advanced Pharmacology (3)**
- **NUR 617 - Instructional Design and Teaching with Technology (1,3)**
- **NUR 618 - Test Construction and Analysis (3)**
- **NUR 623 - Assessment and Evaluation in Nursing Education (3)**
- **NUR 624 - Teaching Learning Practicum (1, 2)**

42 Credit Hours

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

Nursing Leadership (C.A.S.)

The Nursing Leadership Certificate of Advanced Study prepares post graduate advanced practice nurses to design programs and lead other healthcare professionals to deliver the highest quality care to patients and their families. Some of the positions the graduate will be qualified to hold include nurse manager, director of nursing or chief nursing officer. This program is offered in an online format.

Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Employ leadership, management, and ethical foundations in pursuit of performance improvement, risk management, human resources, financial management, and strategic planning/management.
5. Integrate contemporary national performance standards and professional recommendations related to organizational governance and policy formation.
6. Facilitate provision of quality services through community engagement, knowledge of societal forces, and regional/national/global policy issues and initiatives.

Required Courses

- **NUR 627 - Organizations Theory and Management (3)**
- **NUR 628 - Innov Lead in Health Care (3)**
- **NUR 631 - Nursing Leadership Theory and Practice I (1, 2)**
- **NUR 632 - Nursing Leadership Theory and Practice II (1, 2)**
- **NUR 633 - Health Care Finance and Budgeting (3)**
- **NUR 637 - Mediation, Conflict Resolution, and Negotiation (3)**

18 Credit Hours

Nursing Leadership (M.S.)

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

Nursing Leadership Program Goals

Program Goals

1. Integrate the arts and sciences, including leadership and ethical principles, with nursing science as a foundation for decision-making within diverse situations, settings, and communities resulting in safe patient care, quality outcomes, and health promotion.
2. Use critical reflection, innovation, and interprofessional collaboration to promote lifelong learning and continual improvement, integrate current evidence, and inform policy.
3. Incorporate current technologies to augment professional practice and scholarship.
4. Employ leadership, management, and ethical foundations in pursuit of performance improvement, risk management, human resources, financial management, and strategic planning/management.
5. Integrate contemporary national performance standards and professional recommendations related to organizational governance and policy formation.
6. Facilitate provision of quality services through community engagement, knowledge of societal forces, and regional/national/global policy issues and initiatives.

Major Course Requirements

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

35 Credit Hours

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

Occupational Therapy (M.S.)

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929; 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 One Bank Street Suite 300. Gaithersburg, MD 20878. 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 predetermination 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 sciences while completing the first year of the occupational therapy program. Students who have already earned a Bachelor's 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.

The occupational therapy program faculty have identified seven curricular threads or themes that run throughout the courses in the curriculum.

- Occupation is integral to the practice of occupational therapy.
- Strong autonomous, critical thinking serves as an essential foundation for evidence-- based practice.
- Professional development is critical to the continuing competency of an occupational therapist.

- Cultural competency and an appreciation of diversity is necessary for person-centered care.
- Competency in the occupational therapy process is necessary as occupational therapists intervene with a variety of populations and within a variety of practice settings.
- Occupational therapists must be prepared to assume the role of advocate within current practice environments.
- Practice decisions must be informed by the most current evidence with an understanding of the quality of that evidence.

These threads result in the following student learning goals: Students in this program will

- Demonstrate an understanding of how engagement in occupation supports participation in context,
- Demonstrate critical thinking and analysis for innovative, evidence-based practice,
- Demonstrate ethical and professional behaviors,
- Demonstrate cultural responsiveness and an appreciation of diversity to promote occupational justice and inclusion,
- Demonstrate competency in occupational therapy entry-level practice in settings across the occupational therapy process for people, populations, and communities and in collaboration with other professionals,
- Demonstrate advocacy skills for people, populations and communities and the profession, and
- Demonstrate the skills necessary to assume the role of beginning research investigator.

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.

Academic Requirements (69 Credit Hours)

First Year

First Semester (18 credit hours)

- **OCT 505 - Theoretical Basis of Occupational Therapy (3)**
- **OCT 506 - Human Occupations (3)**
- **OCT 525 - Fundamentals of Transformative Learning (2)**
- **OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)**
- **OCT 543 - Fieldwork Level IA Prep (0)**
- **OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)**
- **OCT 553 - Fieldwork Level IA (1)**
- **OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)**
- **OCT 573 - Fundamentals of Occupational Therapy Practice I (2)**

Second Semester (17 credit hours)

- **OCT 527 - Case-Informed Discussion: Adults (2)**
- **OCT 549 - Research Seminar I (1)**
- **OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)**
- **OCT 561 - Professional Roles: Development (3)**

- **OCT 567 - Fieldwork Level IIA Preparation (0)**
- **OCT 568 - Occupational Therapy Research Analysis and Integration (2)** *(This course is required for students entering the program summer 2018 and forward.)*
- **OCT 572 - Occupational Performance: Adults (0,4)**
- **OCT 574 - Fundamentals of Occupational Therapy II (2)**
- **OCT 521 - Documentation in Practice (1)**
- **OCT 648 - Occupational Therapy Research Analysis and Integration (1)** *(This course is required for students who started before the summer 2018 term.)*

Third Semester - Summer (6 credit hours)

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

Second Year

First Semester (18 credit hours)

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

Second Semester (10 credit hours)

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

Note:

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

Post Professional Occupational Therapy Doctorate (O.T.D.)

Utica College's post-professional Occupational Therapy Doctorate (OTD) offers practicing licensed occupational therapists the post-professional degree they need to advance their careers. The program is offered in a hybrid manner with courses offered in both online and on-ground format. The OT courses within the core competencies require weekend mini-residencies that typically meet 1-2 times each semester. Electives are provided either on-ground or online. Students may study either full-time or parttime.

Designed specifically for licensed occupational therapy professionals, students are provided with course options allowing them to plan their program of study to focus on individual career goals. Centered on the view of an occupational therapist as change agent, requiring knowledge and skills in a variety of roles, successful graduates complete coursework in advanced practice, education, advocacy, theory development and leadership. A capstone project provides an opportunity to demonstrate achievement of program goals.

As part of the program students will be expected to work with specific populations to complete certain assignments. These assignments can be completed in an employment setting. In cases where a student is not employed in the field, students will need to find for themselves a community practice experience on a pro-bono basis. The College can provide a letter of verification for students who need it attesting to the prospective site that the student is in good standing, licensed, and engaging in a required educational activity.

All capstone projects will be published through ProQuest ETD, the electronic full-text database. The ProQuest database can be searched through most academic and research libraries. Students retain copyright to the material. Further details are available on the Office of Graduate Studies web site at <https://www.utica.edu/ogs/etdsubmit.cfm>

Admission

Students admitted into the PP-OTD program must: (a) hold a current unencumbered license in occupational therapy, (b) either be currently employed in, or have 2 years of experience in, Occupational Therapy, (c) have a masters' degree in occupational therapy or related field with a GPA of 3.0 or above, (d) have earned at least 42 credit hours of graduate level work (e) provide recommendations from 2 graduate faculty members, and (f) submit with their admission application a copy of their master's thesis/capstone project or a portfolio including 3 substantive written documents.

Retention

Students must meet the College's criteria for graduate academic progress and professional behavior. Students must achieve a score indicative of adequate to excellent professional behaviors in each category of the summative assessment to enroll in OCT775 -Capstone Project. Students who do not score at this level will be dismissed. Students will receive a formative assessment after the completion of 12 credits of course work and a summative assessment after the completion of 24 credits of course work. Students must achieve a score of 6 or better in each category of the summative assessment to enroll in OCT775 - Capstone Project. Students who do not score at this level will be dismissed.

Program Goals

Successful graduates from this program will become change-agents demonstrating the knowledge and skills to competently perform as:

- **Advanced Best-Practice Occupational Therapists.** Graduates will be able to analyze and evaluate best practices, synthesizing information from a variety of sources in order to apply those practices to individuals, populations and communities in multiple contexts and across systems.
- **Educators.** Graduates will be able to analyze and evaluate educational theory, applying that understanding, as well as instructional design, to the creation of educational experiences.
- **Advocates.** Graduates will be able to apply an understanding of systems analysis to identify when such systems either impede or facilitate occupational justice and health equity. Students will select and appraise strategies for their ability to advocate for systems change.
- **Theory Developers.** Graduates will be able to apply the process of theory development to an identified area that would benefit from an alternative perspective or model of practice to ensure occupational justice for individuals, populations and communities.
- **Leaders.** Graduates will be able to analyze and evaluate current models of leadership in order to adopt a model appropriate to a specific context, enabling them as leaders to enact beneficial changes.

Academic Requirements (30 Credit Hours)

Core Courses (15 credit hours)

Leadership

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
or

- **HCA 616 - Organizational Development and Change (3)**

Advanced Best Practice

- **OCT 735 - Best Practice in Emerging Areas with Adults (3)**
or
- **OCT 736 - Best Practice in Emerging Areas for Children and Adolescents (3)**

Theory Development

- **OCT 745 - Advanced Theory and Theory Development (3)**

Advocacy

- **OCT 755 - Advocacy for Populations and Communities (3)**

Education

- **OCT 765 - Advanced Skills for the Educator (3)**

Elective Courses (9 credit hours)

Students must complete 9 credit hours of electives. 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 appropriate courses that meet their needs or interests. The specializations identified by the faculty are:

- Healthcare Leadership
- Education K-12

Healthcare Leadership

- **HCA 607 - Data Analysis for Health Care Leaders (3)**
- **HCA 613 - The Health Care Administrator Leader (3)**
- **HCA 627 - Health Care Information Systems (3)**

Education K-12 (Take 3 of 4)

- **EDU 616 - Environmental Design for Effective Inclusion (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 622 - Inclusive Classroom Strategies II (3)**
- **EDU 626 - Current Issues in Inclusive Education (3)**

Capstone (6 credit hours)

- **OCT 775 - Capstone Project - Planning and Implementation (3)**
- **OCT 785 - Capstone Project - Analysis and Dissemination (3)**

Physical Therapy (DPT)

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

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

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

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

Entry-Level Program

The Physical Therapy Program at Utica College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (315) 792-3075 or email aelazza@utica.edu. Graduates are eligible for the National Physical Therapy Examination (NPTE) and licensure in all states.

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

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

Student Learning Goals

Goal #1. The curriculum reflects current standards of physical therapist practice and prepares graduates to be skilled professionals with sound reasoning skills and capable of incorporating evidence into practice.

Physical therapy program students will:

1. a. Demonstrate the knowledge to provide comprehensive patient/client management across the lifespan and in a variety of practice settings.

1. b. Demonstrate the skills to provide comprehensive patient/client management across the lifespan and in a variety of practice settings.

1. c. Demonstrate the knowledge and skills necessary for professional practice administration.

1. d. Demonstrate sound clinical reasoning skills that are based on the best available evidence.

Goal #2. The DPT curriculum prepares students with entry-level professional behaviors.

Physical therapy program student will:

2. a. Demonstrate professional behaviors consistent with entry-level practice.

2. b. Demonstrate responsible behaviors toward society consistent with Utica College's Mission and APTA Core Values.

Academic Requirements (108 Credit Hours)

Doctoral Program in Physical Therapy: Course Sequence

Summer 1: (6 credits)

- **DPT 564 - Human Gross Anatomy (0,6)**

Fall 1: Foundations of Physical Therapy (17 credits)

- **DPT 581 - Professional Development I: Introduction to Physical Therapy (1)**
- **DPT 582 - Clinical Sciences Foundation (3)**
- **DPT 584 - Movement Science (3)**
- **DPT 586 - Examination/Evaluation (0,4)**
- **DPT 587 - Interventions (0,4)**
- **DPT 589 - Caring for the Community I (1)**
- **IPE 504 - Interprofessional Practice and Leadership (1)**

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

- **DPT 591 - Professional Development II (2)**
- **DPT 592 - Clinical Sciences: Musculoskeletal System (3)**
- **DPT 593 - Case Analysis Musculoskeletal (2)**
- **DPT 595 - Evidence in Clinical Practice I (2)**
- **DPT 596 - Examination/Evaluation of the Musculoskeletal System (0,3)**
- **DPT 597 - Interventions for the Musculoskeletal System (0 to 3)**
- **DPT 599 - Caring for the Community II (1)**

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

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

Fall 2: Patient Management: Neuromuscular System (17 credits)

- **DPT 681 - Professional Development III (1)**
- **DPT 682 - Clinical Sciences: Neuromuscular (3)**
- **DPT 683 - Case Analysis: Neuromuscular (2)**

- **DPT 684 - Motor Development, Learning and Control (2)**
- **DPT 685 - Evidence in Clinical Practice II (2)**
- **DPT 686 - Neuromuscular System I: Across the Lifespan (0,3)**
- **DPT 687 - Neuromuscular Systems II: Adults (0,2)**
- **DPT 688 - Neuromuscular System III: Pediatrics (1)**
- **DPT 689 - Caring for the Community III (1)**

Spring 2: Patient Management: Additional Systems (17 credits)

- **DPT 691 - Professional Development IV (1)**
- **DPT 692 - Clinical Sciences: Additional Systems (3)**
- **DPT 693 - Case Analysis: Additional Systems (2)**
- **DPT 695 - Evidence in Clinical Practice III- Capstone Experience (2)**
- **DPT 696 - Examination/Interventions: Cardiovascular, Pulmonary and Other Systems (0,4)**
- **DPT 697 - Examination/Interventions: Integumentary and Other Systems (0,3)**
- **DPT 698 - Advanced Musculoskeletal Topics: Management of Complex Musculoskeletal Conditions (1)**
- **DPT 699 - Caring for the Community IV (1)**

Fall 3: Clinical Education (12 credits)

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

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

- **DPT 789 - Clinical Education III (12)**
- **DPT 799 - Comprehensive Examination (1)**

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

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

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

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

Student Learning Goals

- Demonstrate the ability to locate and critically analyze the literature to develop hypotheses to guide clinical decisions for patients/clients.
- Use computer and/or telecommunication technology to gather information to address clinical questions and about efficacy of practice
- Integrate cultural competence into professional behavior and clinical encounters with all clients.

- Appraise levels of sensitivity and specificity of evidence to make clinical judgments.
- Integrate research evidence, patient values & preferences, ethics and clinical experience to examine patient/clients across the lifespan.
- Display adherence to physical therapy core values and professional standards.

Academic Requirements (18 Credit Hours)

Required Courses

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

Capstone Threads

Community Health Program
Teaching and Learning
Professional Inservice
Case Report Writing
Advanced Clinical Practice

Note:

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

Data Science (M.S.)

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

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

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

Graduates from this program will be able to:

1. Identify appropriate methods for data analysis.
2. Apply relevant quantitative and qualitative analysis techniques.

3. Access and process secondary data sources.
4. Interpret, communicate, and apply findings.
5. Evaluate data science regarding ethics, social responsibility, and bias.

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

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

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

Academic Requirements (30 Credit Hours)

Major Core Requirements (15 credit hours)

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

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

Specializations

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

Business Analytics (12 credit hours)

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

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

Cyber Specialization (12 credit hours)

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

Pick any 4 of the following courses

- **CYB 605 - Principles of Cybersecurity (3)**

- or
- **CYB 606 - Cyberspace & Cybersecurity (3)**

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

Financial Crime (12 credit hours)

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

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

Social Science Analytics (12 credit hours)

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

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

General specialization

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

Multiple Specializations

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

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

Data Science Capstone/Thesis

Pick one of the following

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

Course Descriptions

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

Please consult your adviser for any prerequisites.

Accounting

ACC 501 - Intermediate Accounting I (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. Meets with ACC 301.

ACC 502 - Intermediate Accounting II (3)

Continuation of ACC 501. The focus of this course will be on theory, practice, and procedure relative to long-term liabilities and equity. Topics include income taxes, pensions, leases, stockholders' equity, stock-based compensation, earnings per share, and statement of cash flows. Prerequisite(s); if any: ACC 501 Meets with ACC 302.

ACC 503 - Advanced Corporate Tax (3)

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

ACC 506 - Health Care Accounting Processes (3)

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

ACC 511 - Auditing and Assurance Services (3)

The study of external audit practice and reporting on financial statements. The study of audit standards, the demand for auditing, and regulatory, legal, and ethical influences on auditors. Review of audit objectives, evidence, control environment, and risk assessments.

ACC 515 - Advanced Accounting (3)

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

ACC 533 - 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: Permission of Accounting Program Coordinator Meets with ACC 333

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 544 - Income Tax Accounting (3)

A study of federal income tax laws and regulations related to individuals. Topics covered will include income inclusions, income exclusions, deductions, losses, and property transactions and calculation of tax liability as well as credits. Meets with ACC 344.

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 is an introductory survey course, touching on nearly all of the areas of forensic accounting. The 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. Same as ACC 363.

ACC 601 - Advanced Managerial Accounting (3)

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

ACC 602 - Accounting Theory & Practice (3)

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

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

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

ACC 605 - Financial Reporting and Analysis (3)

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

ACC 607 - Financial Statement Analysis (3)

The primary objective of this course is to estimate firm equity value using financial statement information. Financial statement numbers will be interpreted in order to estimate future revenue, earnings, cash flow, and other value metrics. Financial statement information will also be used to recognize sustainable and transient earnings and cash flow components. The academic literature will be examined to showcase a number of prominent financial statement analysis strategies.

ACC 613 - Advanced Auditing (3)

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

Anthropology

ANT 500 - Contemporary Topics (3)

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

ANT 525 - Ancient Cities (3)

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

ANT 527 - Religion in the Ancient World (3)

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

ANT 535 - Forensic Anthropology (3)

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

ANT 545 - Historical Archaeology (3)

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

ANT 547 - Archaeological Field School (0, 6)

Practical experience in archeological fieldwork. Exploration of regional history and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites. Prerequisite(s); if any: Meets with: ANT 347.

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

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

ANT 590 - Independent Study (3)

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

ANT 600 - Special Topics (3)

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

Biology

BIO 524 - Tropical Ecology (3)

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

BIO 528 - Science and Fiction (3)

Popular fiction, cinema and video as a teaching and learning tool in biology.

BIO 538 - Animal Behavior (3)

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

BIO 538L - Animal Behavior Laboratory (1)

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

BIO 543 - Neuroscience (3)

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

BIO 590 - Independent Study (0 to 6)

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

BIO 600 - Topics in Contemporary Biology (3)

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

BIO 654 - 'The Coming Plague' Emerging Infectious Diseases, Biological Weapons and Public Health (3)

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

BIO 690 - Independent Study (0 to 6)

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

Business

BUS 517 - Small Business Innovation (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 models.

BUS 607 - Brand Analytics and Marketing (3)

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

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

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

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

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

BUS 621 - Financial Fluency I (1.5)

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

BUS 622 - Financial Fluency II (1.5)

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

BUS 627 - Digital Marketing (3)

This course provides a multi-tier approach to audience/market analysis, including a deeper

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

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

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

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

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

BUS 637 - Small Business Funding (3)

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

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

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

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

Part II of a course which explores how the supply of goods and services has been significantly impacted by the evolution of the world-wide web and a global economy. Prerequisite(s); if any: BUS 641.

BUS 647 - Venture Implementation (3)

Students will apply concepts from the specialization -- or from their industry-specific experience -- as the course serves as an accelerator environment for either a student or a team's product, service, or organization. Prerequisite(s); if any: BUS 517 or Permission of Instructor

BUS 651 - Strategy I (1.5)

Part I of a 'capstone' course for the MBA core built on the foundation of the other four core courses. This is an integrative business course built around progressive business simulation. Prerequisite(s); if any: BUS 612, BUS 622, BUS 632, and BUS 642.

BUS 652 - Strategy II (1.5)

Part II of a 'capstone' course for the MBA core built on the foundation of the other eight core courses. This is an integrative business course built around progressive business simulation. Prerequisite(s); if any: BUS 651.

BUS 679 - MBA Project Proposal (1.5)

A 'capstone' course for all MBA concentrations. The project proposal and execution are designed to allow the student to integrate and apply what they have learned in their MBA program to a meaningful business project. Prerequisite(s); if any: BUS 652 and permission of the department.

BUS 689 - MBA Project Execution (1.5)

A 'capstone' course for all MBA concentrations. The project proposal and execution are designed to allow the student to integrate and apply what they have learned in their MBA program to a meaningful business project. Prerequisite(s); if any: BUS 679.

Business Law

BUL 527 - Ethical and Legal Issues in Health Care (3)

This course presents an overview of legal and ethical issues in health care administration. Students will explore a wide variety of health care legal and ethical situations and dilemmas. Students will develop a foundation of knowledge of health law and ethical decision-making. The course stresses practical knowledge of health laws and ethics and their application in the real world of health care. Same as HCA 527.

Chemistry

CHE 505 - Environmental Chemistry (3)

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

CHE 514 - History of Chemistry (3)

Study of the growth of chemistry from the 1600s to 1950 using readings about and by the originating philosophers and researchers, including historically significant experiments.

CHE 590 - Independent Study (1 to 6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director. May be repeated for credit as long as the topic is different.

CHE 600 - Selected Topics (3)

Advanced study of a selected topic in chemistry not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

CHE 690 - Independent Study (1 to 6)

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

Communications

COM 505 - Crisis Communication in the Organization (3)

The course examines strategies and approaches used to identify and manage crises inside and outside of the organizational structure.

COM 541 - Organizational Communication (3)

Examines how the quality of communication influences the operation of an organization and identifies ways in which improved communication practices and policies lead to better performance and higher morale.

COM 564 - Leadership Communication (3)

Investigation of the critical role communication plays in the exercise of leadership, and of the array of skills, tactics, and strategies available for leaders to enhance organizational performance and morale.

COM 577 - Crisis Communication (3)

The course examines strategies and approaches used to identify and manage crises inside and outside of the organizational structure.

Cybersecurity

CYB 505 - Foundations of Computing for Cybersecurity (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of cyber technologies, information technology and information systems as they relate to cybersecurity.

CYB 605 - Principles of Cybersecurity (3)

Foundational concepts and processes for information security in cyberspace: incident response, reporting, containment, and restoration of the information infrastructure.

CYB 606 - Cyberspace & Cybersecurity (3)

Introduction to the disciplines of cyberspace and cybersecurity including key concepts, terms and definitions. Examination of threats, vulnerabilities and countermeasures associated with cybersecurity. Introduce the topics of cybersecurity policy, risk and compliance.

CYB 610 - Cyber Intelligence (3)

Foundational concepts and processes in the sub-discipline of cyber intelligence.

CYB 615 - Cyber Counterintelligence (3)

Concepts and processes of counterintelligence in cyberspace: counterintelligence missions, defensive and offensive counterintelligence, and counterespionage.

CYB 616 - International Terrorism (3)

Examines the history, emergence, and growth of terrorist groups from a global and international perspective with an emphasis on the assessment of their capabilities and activities within context of cybersecurity issues, political activism, and the law. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673.

CYB 617 - Cyber Conflict (3)

Development and evolution of cyber conflict in the context of intelligence, terrorism and counterterrorism. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 624 - Essential Topics and Emerging Trends in Cybercrime Investigations (3)

Students in this course examine topics, concepts, trends, and methods in computer and network forensics investigations. Students acquire skills and knowledge in digital evidence collection and evaluation; legal issues; and international, jurisdiction, and privacy issues.

CYB 633 - Critical National Infrastructures and National Security (3)

Major critical infrastructure protection issues, technologies, and approaches as they relate to telecommunications, energy, banking and finance, transportation, the Internet, and emergency services.

CYB 640 - Tactics, Techniques, and Procedures (3)

Ethical, technical and legal fundamentals associated with cyber operations. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 641 - Computer and Network Operations (3)

Perform studies of attack and defense methods in the cyber environment and learn about the intricacies of vulnerability assessment, penetration testing and system exploitation. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673, or permission of instructor.

CYB 642 - Access Methods and Data Hiding (3)

Data hiding, including methods of anonymity, steganography, cryptography, and anti-forensics. Prerequisite(s); if any: CYB 605 , CYB 610 , CYB 633 , and CYB 673 , or permission of instructor.

CYB 643 - Autonomous Cyber Operations (3)

Construction, discovery and analysis of viral code from both a defensive and offensive standpoint. Legal issues associated with autonomous cyber operations will also be addressed. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 649 - Advanced Topics in Cyber Operations (3)

Scenario-based applying cyber operations techniques to realistic, systems-oriented problem sets in an integrated defensive/offensive virtual environment. This course will also address cyber incident response. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 651 - Computer Forensics and Investigation Methods (3)

This course examines techniques and tools used by computer forensics investigations such as acquisition, preservation, recovery, and analysis of evidence obtained from portable and stationary computer storage devices, personal digital assistants (PDAs), and cell phones. Permission of instructor required.

CYB 652 - Intrusion Forensics and Network Analysis (3)

As a result of advances in technology and a consequent rise in computer-related crime and victimization, there is a need for experts in detecting when an unlawful intrusion has occurred and who is responsible. This course emphasize ethical considerations as well as proper procedures for intrusion analysis and the forensic investigation that follows. Permission of instructor required.

CYB 653 - Network Forensics (3)

An introduction to identifying data of evidentiary value within network communications.

CYB 654 - Internet of Things Security (3)

This course addresses the unique nature of Internet of Things devices, their use, and their security as well as enterprise security considerations when they are used. Prerequisite(s); if any: CYB 605

CYB 659 - Advanced Topics in Computer Forensics (3)

Advanced topics and concepts in cybersecurity and computer forensics: cyber defence tools, attack methods, and technologies. Prerequisite(s); if any: CYB CYB 605 , CYB 610 , CYB 633, and CYB 673 or permission of instructor.

CYB 665 - Legal Foundations of Information Security and Privacy (3)

Principles of privacy relating to non-public personal information and proprietary business or government information, including policy issues; legal, regulatory and business controls; and best practices.

CYB 667 - Critical Incident Command, Response, and All Hazards (3)

Command and response issues for management of critical 'All Hazards' incidents; field command structure and multijurisdictional issues relating to cyber conflict. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 668 - Organizational Risk Management Frameworks (3)

Rules, regulations and issues related to organizational risk management. Topics addressed cover risk assessment and management from healthcare, financial, privacy, data breach, and government perspectives.

CYB 670 - Cyber Ethics and Professional Responsibility (3)

Constitutional, legal, personal and public policy fundamentals associated with the field of cyber data collection, fusion, integration, and unmanned aerial vehicle (UAV) surveillance. Prerequisite(s); if any: Prerequisite: PHI 655

CYB 671 - Open Source Cyber Surveillance (3)

Open source cyber surveillance including the responsible, legal, and ethical use of data and information gathered from the use of unmanned, semiautonomous systems, Web data mining, social networks, and other modern cyber systems.

CYB 673 - Principles of Cybercrime Investigations (3)

Legal and technical aspects of cybercrime investigations. Comparison with techniques of traditional investigations.

CYB 674 - Cyber Data Fusion (3)

This course will explore collection, fusion, integration and analysis problems selected from the following advanced surveillance technologies: acoustic, electromagnetic, sensors, special (magnetic, cryptologic, and computers) and human networks.

CYB 679 - Advanced Topics in Cyber Data Fusion (3)

Exploration of advanced topics in cyber data fusion. Application of cyber fusion techniques and analysis of collected data to realistic problem domains including commercial, critical infrastructure, military and intelligence. Prerequisite(s); if any: Prerequisite: CYB 674

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

Examines the Constitution, law, public policy, surveillance, privacy, crime, law enforcement, and punishment related to actions in cyberspace.

CYB 681 - The Law and Ethics of Cyber Espionage (3)

Examination of United States laws governing cyber espionage activities, major known incidents, strategies and motivations, geopolitics, and corporate/industrial espionage. This course will address the Foreign Intelligence Surveillance Act, FISA Court, and PATRIOT Act.

CYB 682 - Cyber War and Deterrence (3)

Study definitions of warfare, strategies and objectives, the developing roles of cyber in warfare and deterrence, key United States and other nation's policy documents, and protecting national critical infrastructures.

CYB 688 - International Aspects of Cyber Policy (3)

International law, diplomacy, international cooperation, non-cooperation, international organizations, Internet governance, the European Convention on Cybercrime, the Tallin Manual, and the principle of national responsibility related to cyber policy.

CYB 689 - Advanced Topics in Cybersecurity (3)

State-of-the art advances, emerging trends, and threats in cybersecurity. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 691 - Malware Practicum (3)

This practicum course is a graduate level course in the specialized area of malware analysis that is designed to give students supervised practical application of previously or concurrent studied theory in malware mitigation and analysis. This course uses knowledge and methods presented in earlier courses as theory or examples in real-live practical examples. Students will learn the nuances of finding and mitigating malware which will be particularly well suited to mitigating targeted attacks. The student will use specialized malware analysis tools and environments along with a deep understanding of the technical methods of malicious codes (malcode). We will also highlight specific methods to gain speed in an analysis and how enterprise-wide mitigation methods may be employed. Prerequisite(s); if any: CYB 689

CYB 695 - Capstone Project I (3)

Capstone project: development and completion of a proposal that is consistent with the graduate research proposal guidelines.

CYB 696 - Capstone Project II (3)

Capstone project: completion of capstone project proposed in CYB695 consistent with graduate research guidelines. Prerequisite(s); if any: CYB 695.

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

Culminating academic experience. Topics addressed include cyber policy, cyber conflict, cyber ethics, cyber surveillance, national security vs. personal privacy, complex organizations, crisis management and cyber legislative issues. Prerequisites: CYB 606, GOV 561, CYB 668, PHI 655, CYB 665, and CYB 665 or SOC 563.

CYB 995 - Residency (0)

Data Science

DSC 501 - Introduction to Data Science (3)

The Introduction to Data Science introduces students to important data science goals and objectives that inform data collection and analysis techniques. Students will also embark on developing an understanding of how appropriate quantitative and qualitative methods, data collection techniques, and software help data scientists interpret and apply research findings to help solve real world problems using private and proprietary data sources, as well as publicly available ones. Finally, this course helps students develop advanced critical thinking of research ethics and social responsibilities, as they relate to management and decision sciences.

DSC 503 - Statistical Methods (3)

In Statistical Methods, students learn advanced statistical models for data analysis. This course enables the theoretical understanding and practical application of the principles and techniques of statistical data analysis.

DSC 505 - Foundations of Data Science (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of data science, programming, statistical and probabilistic thinking.

DSC 590 - Independent Study (1 to 3)

Individually supervised research and study. Provides the 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 the approval of the division dean. May be repeated once for up to 3 credits

DSC 600 - Special Topics (3)

Topics in various aspects of Data Science. The exact topics may vary from year to year in response to the needs and interests of students and instructors. Instructor permission required. May be repeated once with different topics.

DSC 605 - Statistical Analysis I (3)

The course introduces the basic statistical approach that is taken when analysis of social data is initiated. This includes basic descriptive and inferential statistics as well as bivariate relationships.

DSC 607 - Data Mining (3)

Data Mining introduces students to theoretical concepts and methods in the field of data mining. Students explore data mining methods used for prediction and knowledge discovery in databases (KDD) by using programming software to analyze real-world data.

DSC 609 - Machine Learning (3)

In Machine Learning, students learn the key machine learning algorithms and their applications to real-world problems. Students learn theoretical foundations and empirical applications of machine learning with hands-on programming assignments and projects.

DSC 611 - Data Visualization (3)

In Data Visualization, students become effective data storytellers by creating rich visuals to represent and communicate data analysis.

DSC 680 - Capstone (3)

The research practicum involves data science research or applied problem solving using data analytics. The experience provides students with the opportunity to analyze data, consider ethical and social implications of the analysis, and draw empirically grounded conclusions.

Prerequisite(s); if any: DSC 611 Co-requisite(s): DSC 611

DSC 690 - Thesis (3)

The thesis project is a research project that involves the student conducting the full research process, from selecting a topic, preparing a literature review, to collecting and analyzing data, and completing a discussion and conclusion. Students who are interested in completing a Ph.D. program may be best served by enrolling in this course.

Prerequisite(s); if any: DSC 611 Co-requisite(s): DSC 611

Doctor of Physical Therapy

DPT 564 - Human Gross Anatomy (0,6)

Human cadaver dissection and discussion. Clinical significance of structures related to physical therapy practice, approached through regional and systemic perspectives. Co-requisite: DPT 581.

DPT 581 - 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. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 582, DPT 584, DPT 586, DPT 587, DPT 589, and IPE 504

DPT 582 - Clinical Sciences Foundation (3)

Physiology, exercise-related physiology, pathophysiology, & basics of pharmacology and imaging. Theoretical constructs that support autonomous clinical practice. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 584, DPT 586, DPT 587, DPT 589 and IPE 504.

DPT 584 - Movement Science (3)

Mechanical behavior of extremities and spine under normal and abnormal circumstances. Assimilates content fundamental to study of human movement science and integration of musculoskeletal and neuromuscular systems. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 582, DPT 586, DPT 587, DPT 589 and IPE 504.

DPT 586 - Examination/Evaluation (0,4)

Entry level skills related to examination of impairments of the musculoskeletal,neuromuscular and cardiovascular systems. Prerequisite(s); if any:

DPT 564. Co-requisite(s): DPT 581, DPT 582, DPT 584, DPT 587, DPT 589 and IPE 504.

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: Prerequisite: DPT 564. Co-requisite(s): DPT 581 DPT 582 DPT 584 DPT 586 DPT 589, and IPE 504.

DPT 589 - Caring for the Community I (1)

Students introduced to prevention and wellness in community program. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty and Module V students. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 582, DPT 584, DPT 586, DPT 587 and IPE 504.

DPT 591 - Professional Development II (2)

Healthcare policy, regulatory issues, reimbursement and roles of health care professionals. Access to health care. Defensible documentation. Preequisite: DPT 589. Co-requisites: DPT 592, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 592 - Clinical Sciences: Musculoskeletal System (3)

Pathophysiology, pharmacology and diagnostic imaging related to disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 593 - Case Analysis Musculoskeletal (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 595 - Evidence in Clinical Practice I (2)

Effective use of research and evidence central to patient management and clinical decision making. Students are guided to interpret published research and incorporate knowledge into practice through critical inquiry. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 596, DPT 597, DPT 599.

DPT 596 - Examination/Evaluation of the Musculoskeletal System (0,3)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisite(s); if any:

DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 597 and DPT 599.

DPT 597 - Interventions for the Musculoskeletal System (0 to 3)

Interventions appropriate to managing disorders/pathology of the musculoskeletal system and associated impairments and functional limitations. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, and DPT 599.

DPT 599 - Caring for the Community II (1)

Students participate in assessment and intervention in local community program. Students practice selected elements of the client management process under supervision of physical therapy program faculty members and Module IV students. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, DPT 597.

DPT 654 - Neuroscience (0,4)

Conceptual framework for a student's lifetime pursuit of understanding the nervous system. Clinical significance of structures related to physical therapy practice, approached through regional and systemic preferences. Prerequisite(s); if any: DPT 599.

DPT 659 - Clinical Education I (6)

Direct patient care and application of basic theoretical constructs central to patient/client management. Students participate in patient care under close supervision of an on-site physical therapist. First of three full time clinical experiences. Prerequisite(s); if any: DPT 654.

DPT 681 - Professional Development III (1)

The skills of practice management are necessary to the delivery of physical therapy services. Organizational strategic planning, financial management, resource management, marketing and public relations are included in this professional development course. Prerequisite(s); if any: DPT 591 Co-requisite(s): DPT 682, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687, DPT 688, and DPT 689

DPT 682 - Clinical Sciences: Neuromuscular (3)

Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the neuromuscular system. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687, DPT 688 and DPT 689.

DPT 683 - Case Analysis: Neuromuscular (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of

the neuromuscular system. Prerequisite(s); if any: DPT 659, Co-requisite(s): DPT 681, DPT 682, DPT 684, DPT 685, DPT 686, DPT 687, DPT 688, and DPT 689.

DPT 684 - Motor Development, Learning and Control (2)

Underlying theoretical constructs of motor learning, motor behavior, and motor control are introduced to produce a conceptual framework. Theoretical constructs applied in understanding planning and executing movements; practice, feedback and performance across learning environments. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 685, DPT 686, DPT 687, DPT 688, and DPT 689.

DPT 685 - Evidence in Clinical Practice II (2)

Second in series of three courses related to critical review and analysis of evidence for patient management. Students incorporate knowledge in decision making and practice. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 686, DPT 687, DPT 688, and DPT 689.

DPT 686 - Neuromuscular System I: Across the Lifespan (0,3)

This course provides students with a foundation to manage patients/clients across the lifespan who have neuromuscular rehabilitative needs. The basic elements of a neurological examination and how to use the data from the examination to design the physical therapy plan of care will be emphasized. Students will have the opportunity to practice what they learn in class on individuals who have neuromuscular impairments in both lab and in the community setting.

Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 685, DPT 687, DPT 688, and DPT 689.

DPT 687 - Neuromuscular Systems II: Adults (0,2)

This course builds upon the learning from DPT 686 and emphasizes physical therapy management of adults who have specific neurological disorders. Focus will be on examination, evaluation and interventions for brain injury, Parkinson's disease, multiple sclerosis, spinal cord injury, dementia, and vestibular disorders. Students will have the opportunity to practice what they learn in class on individuals who have neuromuscular impairments in both lab and in the community setting. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 685, DPT 686, DPT 688, and DPT 689.

DPT 688 - Neuromuscular System III: Pediatrics (1)

This course builds upon the learning from DPT 686 and emphasizes physical therapy management of children who have specific neurological disorders. Focus will be on examination, evaluation and interventions for cerebral palsy, Down Syndrome and other common diagnoses in children. Prerequisite(s); if any: DPT 686 Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 685, DPT 687, and DPT 689.

DPT 689 - Caring for the Community III (1)

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of Year 1 students.

Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687, and DPT 688.

DPT 691 - Professional Development IV (1)

This professional development course include Human resource management, legal and ethical issues, risk management/safety, and quality in the health care system critical to delivery of physical therapy services. Prerequisite(s); if any: DPT 681 Co-requisite(s): DPT 692, DPT 693, DPT 695, DPT 696, DPT 697, DPT 698, and DPT 699

DPT 692 - Clinical Sciences: Additional Systems (3)

Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the cardiovascular, pulmonary, integumentary, genitourinary systems; amputation and complex medical and surgical diagnoses. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 693, DPT 695, DPT 696, DPT 697, DPT 698, and DPT 699.

DPT 693 - Case Analysis: Additional Systems (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the cardiovascular, pulmonary, integumentary, genitourinary systems; amputation and complex medical and surgical diagnoses. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 692, DPT 695, DPT 696, DPT 697, DPT 698, and DPT 699.

DPT 695 - Evidence in Clinical Practice III-Capstone Experience (2)

This course culminates in a Capstone Project that enhances scientific inquiry through the design and implementation of a research project. Students will

examine future roles in research as consumers, practitioners, educators, administrators, and collaborators. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 692, DPT 693, DPT 696, DPT 697, DPT 698, and DPT 699.

DPT 696 - Examination/Interventions: Cardiovascular, Pulmonary and Other Systems (0,4)

Examination/evaluation and intervention strategies relevant to the physical therapist's management of the patient with disorders of the cardiovascular, pulmonary, and lymphatic systems. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 692, DPT 693, DPT 695, DPT 697, DPT 698, and DPT 699.

DPT 697 - Examination/Interventions: Integumentary and Other Systems (0,3)

Examination/evaluation and intervention strategies relevant to the physical therapist's management of the patient with disorders of the integumentary, genitourinary systems, amputation and complex medical and surgical diagnoses. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 692, DPT 693, DPT 695, DPT 696, DPT 698, and DPT 699.

DPT 698 - Advanced Musculoskeletal Topics: Management of Complex Musculoskeletal Conditions (1)

Students will learn skills critical for the physical therapist's examination and treatment of patients with complex musculoskeletal disorders of the pelvis and temporomandibular regions. This course will include complex cases with a multisystem focus to enhance differential diagnostic skills and implement advanced musculoskeletal interventions including manual therapy. Prerequisite(s); if any: DPT 596 and DPT 597. Co-requisite(s): DPT 691, DPT 692, DPT 693, DPT 695, DPT 696, DPT 697, and DPT 699.

DPT 699 - Caring for the Community IV (1)

Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while promoting the learning of Year 1 students. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 692, DPT 693, DPT 695, DPT 696, DPT 697, and DPT 698.

DPT 700 - Special Topics: Advanced Practice (1)

Topics in various contemporary/innovative physical therapy practice. May vary by section and from year to year. Pass/Fail. May be repeated once for credit. Prerequisite(s); if any: DPT 586 and DPT 587.

DPT 751 - Practice Management (3)

Management theory and organizational behavior critical to delivery of physical therapy services. Strategic planning, financial management, resource management and marketing included in this final professional development course. Prerequisite(s); if any: DPT 699. Co-requisite(s): DPT 753, DPT 756.

DPT 753 - Case Analysis- Clinical Decision Making: Multi-System Pathologies (2)

Students will learn strategies for the physical therapist's management of the patient with complex medical and surgical disorders, and multi-system pathologies. Prerequisite(s); if any: DPT 699. Co-requisite(s): DPT 751, DPT 756.

DPT 756 - Examination/Interventions: Multi-Systems (1)

Skills critical for the physical therapist's examination and treatment of patients with complex medical and surgical disorders, and multi-system pathologies. Prerequisite(s); if any: Prerequisite: DPT 699. Co-requisites: DPT 751 and 753. Co-requisite(s): DPT 751 and DPT 753.

DPT 779 - Clinical Education II (12)

Students integrate theoretical and clinical concepts for individuals with multi-system involvement. Second of three clinical education experiences, in which students participate fully in patient care under the close supervision of an onsite physical therapist. Prerequisite(s); if any: DPT 756.

DPT 789 - Clinical Education III (12)

Third and final clinical education experience designed to allow students to integrate the multi-faceted roles of physical therapy practitioner within the health care system. Upon completion, students exhibit practice expectations of entry-level professionals. Prerequisite(s); if any: DPT 779. Co-requisite(s): DPT 799.

DPT 799 - Comprehensive Examination (1)

Self paced study course provides access to a comprehensive examination similar to the National Physical Therapy Examination (NPTE). Contextual preparation in simulated test environment offered. Prerequisite(s); if any: DPT 779. Co-requisite(s): DPT 789.

Economics

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 575 - Behavioral Economics (3)

Behavioral economics questions the underlying assumptions of classical economics and incorporates theory from psychology, sociology, and other social sciences to better understand and predict how people make decisions. These insights, together with data collected from experiments, are used to develop strategies to address individual and societal problems. Prerequisite(s); if any: DSC 501, DSC 503, DSC 607, DSC 609, or Permission of Instructor

ECN 607 - Quantitative Analysis for Management (3)

Scientific approaches to decision making; descriptive and inferential statistics, probability distributions, confidence intervals and hypothesis testing; analysis of variance and process control.

ECN 610 - Managerial Economics (3)

Economic forces and how they relate to profitability and growth of a firm and to economic thinking. Principles of microeconomics, and how they apply to managerial decision-making.

Economic Crime Management

FCM 535 - Legal and Regulatory Issues for Fraud Management (3)

Structure and design of organizations with focus on systems theory and its impact with Economic Crime and applicability to today's environment.

FCM 601 - Financial Crime, Compliance Management (3)

Foundation for study of economic crime management. Focus on program thematic area: fraud management, economic crime, technology, and analytical and research skills.

FCM 603 - Management of Fraud Prevention and Detection (3)

Development of counter-fraud technology. Proactive programs and tools for fraud detection and prevention in face-to-face transactions, e-commerce, and e-business Business models for production of prevention and detection products.

FCM 604 - Seminar in Fraud Management (3)

Research and discussion of current policy and legal issues affecting fraud management, including privacy, security, ethics, auditing, and compliance.

FCM 611 - Organizational Theory, Structure, and Design (3)

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

FCM 612 - Manager in Global Environ (3)

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

FCM 622 - Legal Concepts of Criminal Fraud (3)

Analysis of business and economic crime, including the criminal liability of business entities, their officers, and managers. The case study method will be used extensively.

FCM 623 - Advanced Fraud Investigation and Analysis (3)

Types of criminal fraud, methods used to detect and analyze occurrence of fraud, techniques of fraud investigations, interviewing and interrogation, file and case management, interaction with external investigation, regulations, and law enforcement.

FCM 626 - Financial Investigations (3)

Study of financial crime in the context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report.

FCM 627 - Fraud Management: Risk and Compliance (3)

This course covers application of principles and practices of compliance and operational risk assessment and mitigation to the management of fraud prevention detection, and investigation.

FCM 631 - Fraud Management and Technology (3)

The challenges of management in an increasingly technological environment. The history and evolutionary development of counter fraud technology. The integration of fraud management in the development of new corporate products or

instruments. Anticipating new forms of frauds based on the application of new and projected technologies.

FCM 632 - Information and Communication Security (3)

Issues and concepts related to the protection of information and information systems. Threats and vulnerabilities to internal and external modes of communication. Securing communications, information systems, and computer technology. Legal, ethical, and privacy issues related to information security.

FCM 633 - Networks and Internet Security (3)

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

FCM 642 - Advanced Fraud Analysis (3)

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

FCM 648 - Advanced Issues in Regulatory Surveillance and Policy Development (3)

Focus will be on the US Securities and Exchange Commission (SEC) and Financial Industry Regulatory Authority (FINRA) registered investment advisers (RIAs) and broker dealers (BDs). The topics covered will include: Compliance and Program Management, Policies and Procedures, Surveillance and Testing, Regulatory Risk Management, Registration and Regulatory Filings, and Books and Records. Background knowledge will be provided to prepare students for in-depth coursework in these areas.

FCM 651 - Professional Project I (3)

The professional project proposal will be developed during this semester. The professional project will be developed and finalized consistent with the Graduate Research Proposal Guidelines for the Financial Crime and Compliance Management Program.

FCM 652 - Professional Project II (3)

Completion of the professional project, including data collection, analysis, and submission of the project report, or other methodologies approved by the Research Committee. Prerequisite(s); if any: FCM 651

FCM 653 - Thesis I (3)

Planned research and writing directed by the student's thesis committee. The thesis proposal will be developed during this semester. The thesis will adhere to the Graduate Research Proposal Guidelines for the Financial Crime and Compliance Management Program.

FCM 654 - Thesis II (3)

Completion of the thesis, including data collection, analysis, and submission of the thesis. The thesis will adhere to the Graduate Research Proposal Guidelines for the Financial Crime and Compliance Management Program. Prerequisite(s); if any: FCM 653

FCM 995 - Residency (0)

Education

EDU 501 - Foundations of Literacy (3)

Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours field work req.

EDU 502 - Literacy and Comprehension: Grades 1-6 (3)

Advanced theory and methods of literacy development, grade 1 through grade 6. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, Common Core ELA Learning Standards. 20 hours of field work required

EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)

Advanced theory and methods of literacy development, grades 7 - 12. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, English/Language Arts Learning Standards. 20 hours of field work required.

EDU 505 - Foundations of Special Education (3)

Historical, philosophical, theoretical and legal foundations of special education for students with disabilities, ages birth to 21; values, trends, issues, practices, and policies that guide the teaching of students with disabilities. 20 hours of fieldwork required.

EDU 507 - Mentoring I (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Co-requisite(s): EDU 524 (Methods

of Teaching in the Content Areas) & full-time teaching assignment.

EDU 508 - Mentoring II (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Prerequisite(s); if any: EDU 507 Mentoring I. Co-requisite(s): EDU 503 (Literacy and Comprehension: Middle Adolescence) & full-time teaching assignment.

EDU 511 - Introduction to Teaching (1)

Ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco & drug abuse prevention; safety education, fire and arson prevention; violence prevention; current issues. Students are advised to take this course early in their sequence of study. Meets with EDU 111

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 513 - Transitional B Supervision 1 (1)

Supervision of apprenticeship students who are in their first 4 months of teaching at P-12 schools while they are enrolled in the Adolescent Apprenticeship Program. Supervision includes classroom observations of students, meetings with school mentors and administration, and feedback to students. Graded on a pass/fail basis. Prerequisite(s); if any: EDU 512 Co-requisite(s): EDU 507 and one of the following: EDU 524, EDU 533, EDU 534, EDU 535, EDU 537, EDU 543

EDU 514 - Transitional B Supervision 2 (1)

Supervision of apprenticeship students who have been teaching at least 4 months in P-12 schools. Supervision includes classroom observations of students, meetings with school mentors and administration, and feedback to students and feedback on observations as well as their teacher performance assessment (i.e., edtpa). Graded on a pass/fail basis. Prerequisite(s); if any: EDU 513 Co-requisite(s): EDU 508

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 553 - Curriculum and Assessment in Physical Education and Health Education (3)

The purpose of this course is, in part, to observe and evaluate existing physical education and health education curricula and assessment methods. Students will also create new curricula and assessment tools based on best practices and the latest research within the two fields. 10 hours of fieldwork will be required for this course. Prerequisite(s); if any: WAE 361 and WAE 365.

EDU 573 - NYSED Certification Preparation (2)

Comprehensive review of NYSED teacher certification exams (EAS, ALST, CSTs and edTPA) with practice assessments. Includes 20-day placement for matriculated candidates who require edTPA for NYSED certification but are not required to student teach.

EDU 590 - Independent Study (1 to 6)

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

EDU 605 - Inclusive Practicum (3)

Field experience of 40 hours in inclusive settings. Analysis of current research in teaching strategies, student learning needs, curriculum adaptations, testing accommodations, assessment strategies, and environmental adaptations for inclusive classrooms. Periodic conferences and written work required.

EDU 613 - Transitional B Supervision 3 (0)

EDU 613 is a course designed to support students in the MS Adolescent Apprenticeship Transition B Alternative Teacher Certification Program who are in the first six months of their second year of teaching in P-12 schools. Support by a college supervisor will be differentiated and may include observations of students, meetings with school mentors and administration, and feedback to students on their teaching. Graded on a pass/fail basis. Prerequisite(s); if any: EDU 513 and EDU 514

EDU 614 - Transitional B Supervision 4 (0)

EDU 614 is a course designed to support students in the MS Adolescent Apprenticeship Transition B Alternative Teacher Certification Program who are in the second half of their second year of teaching in P-12 schools. Support by a college supervisor will be differentiated and may include observations of students, meetings with school mentors and administration, and feedback to students on their teaching. Graded on a pass/fail basis. Prerequisite(s); if any: EDU 513, EDU 514, and EDU 613

EDU 615 - Learning and Cognition (3)

Theoretical concepts underlying learning and cognition. Applications of the theoretical base to teaching in class-rooms with diverse student populations. Students are advised to take this course early in their sequences of study.

EDU 616 - Environmental Design for Effective Inclusion (3)

Adapting the physical, social, and instructional environment of the regular classroom so that students with disabilities have successful access to general education curriculum and assessment.

EDU 621 - Inclusive Classroom Strategies I (3)

Learning characteristics of students with disabilities. Classroom accommodations, assistive technology, and curriculum adaptations to facilitate access to the general education curriculum. 20 hours of fieldwork in a special education setting required.

EDU 622 - Inclusive Classroom Strategies II (3)

Collaboration between general and special education teachers to develop effective Individualized Education Programs. Adapting general education curriculum, using technology, instructional strategies, assessments, and grading for students with disabilities.

Prerequisite(s); if any: EDU 621 or permission of instructor.

EDU 625 - Leadership and Collaboration for Quality Inclusion (3)

Collaboration models for inclusion. Leadership skills for collaborative teaming, data-based decision making, building partnerships for technological access, and school reform.

EDU 626 - Current Issues in Inclusive Education (3)

Advanced consideration of selected topics in general education and inclusion. Educational research, technology, school reform, school and community collaboration, current legislative issues. Lecture, discussion, and group exploration of issues with contemporary interest.

EDU 632 - Data-Based Decision Making (3)

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

EDU 671 - Student Teaching Seminar (1)

Preparing for student teaching; building good relationships with cooperating teacher, college supervisor, pupils, parents, school faculty, staff and principal. Student diversity and classroom expectations; important teacher characteristics. Earning New York State certification. Permission of the Department Chair required.

Co-requisite(s): EDU 675 and EDU 676 or EDU 677 and EDU 678.

EDU 675 - Student Teaching I (4)

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Permission of Director required. Co-requisite(s): EDU 671.

EDU 676 - Student Teaching II (4)

Supervised teaching experience in either elementary or secondary education. Includes discussions, formal lesson plans and evaluations. Graded on a pass/fail basis. Permission of Director required. Co-requisite(s): EDU 671.

EDU 677 - Mentored Internship I (4)

For students with a full time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Permission of Director required.

Co-requisite(s): EDU 671.

EDU 678 - Mentored Internship II (4)

For students with a full time teaching position in the area of certification for a minimum of eight weeks. Supervised teaching experience includes discussions, formal lesson plans and evaluations. Permission of Director required. Co-requisite(s): EDU 671.

EDU 690 - Independent Study (0 to 6)

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

EDU 697 - Professional Development in Education: Graduate Dossier (3)

Culminating academic experience concluding with dossier completed under direct supervision of course instructor. Integrate key concepts and ideas across the

program including: theories of learning, curriculum development, assessment, and teaching diverse learners. Completion of a minimum of 27 credits in the preparation course sequence in Childhood, Childhood and Special Education, Adolescence, or Adolescence and Special Education or by Permission of Department Chair.

EDU 698 - Professional Development in Education: Current Issues (3)

Culminating academic experience concluding with a position paper and presentation on a current issue in education completed under supervision of the instructor. Issued such as educational technology, school reform and current legislative issues are explored. Completion of a minimum of 21 credits in the preparation course sequence in Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Classrooms Program or permission of Department Chair.

EDU 699 - Professional Development in Education: Inquiry Project (3)

Inquiry project completed as culminating academic experience under direct supervision of course instructor. Students integrate skills and methodology through collection, analysis, and interpretation of data resulting in a formal study or development of instructional materials. Completion of a minimum of 27 credits for those enrolled in the preparation of course sequence in Childhood Education, Childhood and Special Education, Adolescence Education, Adolescence and Special Education or permission of Department Chair. Special Education, Adolescence Apprenticeship Teacher Certification or Leadership and Instruction for Inclusive Programs or permission of Department Chair.

English

ENG 500 - Select Topics: English (3)

Topics in various aspects of English. Vary from year to year. May be repeated twice, if topics differ.

ENG 516 - Studies in Literacy and Literature (3)

Reading/ studying/teaching literature; developing integrated curricula.

ENG 517 - Writing About Nature (3)

Reading and practice of nature writing; discussion of the history of the genre and survey of the chief practitioners, including deCrevecoeur, Emerson, Thoreau, Abbey, McPhee, LaBastille, Dillard, Carson and Berry.

ENG 533 - Mohawk Valley Writing Project Summer Institute (3 to 6)

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

ENG 547 - Narrative of Disability (3)

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. Prerequisite(s); if any: ENG 102. Same as HLS 547.

ENG 567 - Approaches to Shakespeare (3)

Introduction to critical and theoretical approaches to the plays of Shakespeare and the culture in which he wrote.

ENG 587 - American Supernatural Literature (3)

Examines cultural and personal reasons why realists at the turn of the twentieth century, including Twain, James, and Wharton, also wrote supernatural literature, realism's opposite.

ENG 590 - Independent Study (0 to 6)

Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director. May be repeated twice, if topics differ.

ENG 596 - Ethnic American Fiction (3)

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

ENG 600 - Selected Topics (3)

Advanced study of a selected topic in English not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

ENG 690 - Independent Study (0 to 6)

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

Fine Arts

FIA 690 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the students. Admission by consent of supervising discipline and the academic school.

Finance

FIN 601 - Advanced Financial Management (3)

Corporate financial analysis, working capital management, and capital budgeting issues. Financial models and tools used to inform management about the long-term viability of the firm and to discover financial fraud.

FIN 613 - Advanced Corporate Finance (3)

This course examines strategic financial decisions made by corporations and individuals. Financial models for valuing stocks, bonds, and derivative instruments such as options, forwards, futures, swaps will be analyzed to provide an infrastructure for making strategic financial decisions. Capital budgeting, project evaluation, working capital management, credit policy, debt policy, dividend policy, leasing policy, growth policy, and compensation policy will be analyzed.

Gerontology

AGE 503 - Perspectives in Gerontology (3)

Literature relevant to the study of gerontology: an overview of current aging issues; current aging issues; current career opportunities; and aging in the future. Seminar format.

AGE 505 - Culture, Gender, and Aging (3)

Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

AGE 603 - Public Health Care Policies of Aging (3)

The course explores current health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

AGE 605 - Social Service Delivery Issues (3)

Community-based services/programs put in place as result of Older Americans Act; examine challenges confronting network professionals while developing, funding, implementing, administering, and coordinating programs and services.

AGE 613 - Grant Writing, Program Planning and Evaluation (3)

Skills needed to develop health care/social service program proposals, especially those which are funded by grants. Introductory qualitative and quantitative methods are used to evaluate effectiveness.

AGE 615 - Community Design/Health and Mobility Issues (3)

Basic natural physiological and psychological changes which accompany aging, creating challenges faced by elderly individuals during their everyday community mobility.

AGE 616 - Livable Communities/Planning (3)

History of efforts to structure communities, the desire of aging Americans to age in place and remain independent, the ability of communities to support that desire, and current and future trends in community design.

Geology

GOL 505 - Earth System Science (3)

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

GOL 590 - Independent Study (1 to 6)

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

GOL 600 - Special Topics in Geology (3)

Examination of patterns, causes, and effects of naturally-occurring and human-induced environmental changes through time, with particular emphasis on climate change. Theoretical basis of indirect evidence of environmental change, particularly evidence preserved within sedimentary archives, and their application as tools reconstruct past environmental conditions.

Government

POL 500 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. Vary from year to year.

POL 561 - International Relations & Cyberspace (3)

Examination of various aspects of cyber conflicts in the context of international relations theories and practices.

POL 563 - International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

POL 664 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Healthcare Advocacy and Navigation

HAN 514 - Health Care Advocacy/Navigation Profession and Role (3)

The course examines the process and role of health care advocacy/navigation. It reviews the history of health care, the US health care delivery system, the continuum of care, and models of advocacy.

HAN 524 - Patient's Perspective of Illness (3)

Acute and chronic illnesses and end of life are explicated through patient illnesses narratives. Students explore the patient illness experience and providing literary, social, and political commentary.

HAN 534 - Strategies of Influence and Negotiation (3)

The course explores effective communication theories, strategies, and best practices. Students will 'practice' communicating with key stakeholders. Mediation, facilitation, and negotiation strategies will also be reviewed.

HAN 544 - Study of Disease and Illness States (3)

The course explores the relationship of anatomy and physiology to illness and disease including medical terminology and practice.

HAN 554 - Health Care Policy (3)

The course examines the basic principles of health policy and how it has affected, and continues to affect, the delivery of health care in the US. It also examines current and ongoing health care reform.

HAN 564 - Advanced Topics in Health Care Policy (3)

The course examines advanced topics in health policy and politics including: pharmacology, the aging

population, the development of the health care workforce, rationing, and the challenges in implementing health care reform.

HAN 574 - Marketing Strategies and Techniques (3)

The course will teach the Health Care Advocate/Navigator pursuing private practice: branding techniques, market analysis, outreach, and advertising. It will help the private practitioner develop a marketing plan and create collateral materials.

HAN 584 - Establishing/Expanding a Health Care Advocacy/Navigation Private Practice (3)

Health Care Advocate/Navigator, pursuit of private practice, determination of interest, development of a viable business plan, and understanding the nuts-and-bolts of business ownership.

Health Care Administration

HCA 516 - Community Health Management (3)

Students are introduced to the basic tenets, methods, and applications of community health management. Essential community health management skills will be developed to promote health within dynamic national and international health systems.

HCA 521 - Health Care Systems: A Continuum of Care (3)

Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 - Organizational Leadership (3)

This course explores broad aspects of organizational leadership and its relationship to firm performance. The course focuses on many areas, including Human Dynamics (R), personal mastery, governance-structure, roles, responsibilities, and alignment to leadership. Same as MGT 525.

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 in Health Care (3)

This course presents an overview of legal and ethical issues health care administration. Students will explore a wide variety of health care legal and ethical situations and dilemmas and develop a foundation of

knowledge of health law and ethical decision-making. The course stresses practical knowledge of health laws and ethics and their application in the real world of health care. Same as BUL 527.

HCA 531 - Marketing and Strategic Planning in the Service Sector (3)

This course examines broad aspects of service sector marketing, management, and strategic planning. Students will explore a variety of topics, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering services. Same as MGT 531.

HCA 536 - Leading Health Care Prevention and Wellness (3)

Students are introduced to requirements of leaders and best practices in developing, managing, and accessing community health and wellness programs.

HCA 546 - Population Health Care Delivery (3)

Students are introduced to the population health research, theoretical frameworks, current practices, community integrated strategies, and though leader prognosis for future interventions.

HCA 607 - Data Analysis for Health Care Leaders (3)

Data Analysis for Health Care Leaders introduces the concept of core statistical analysis as students make the connection between computational outputs and communicating the findings for multiple stakeholders. Concepts, tools, and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of health-related information gathering and interpretive tasks to solve emerging problems in public health and other related fields.

HCA 612 - Advanced Seminar (3)

Core concepts of understanding and applying essential skills in health care organizations. Grant writing, entrepreneurship, consultation, community service, and emerging issues.

HCA 613 - The Health Care Administrator Leader (3)

Broad aspects of leadership, including visioning, change management, and team development.

HCA 614 - Quality and Performance Improvement in Evidence Based Health Care (3)

Breadth and depth experience of performance improvement initiatives that impact all levels of health care including clinical and financial issues.

HCA 615 - Human Resources Management (3)

This course explores core concepts of understanding and managing human behavior in complex organizations. Course materials cover various legal aspects of human resources management. Employee motivation, collective bargaining, recruitment, employee benefits, and performance evaluation are also addressed. Same as MGT 615.

HCA 616 - Organizational Development and Change (3)

This course examines theories and applications associated with organization development and change with specific focus on improving organizational effectiveness. Topics covered include managing planned and unplanned change; changing organizational culture with an understanding of ethical and value considerations; processes associated with organization change, employee empowerment, developing high performance teams and high performing systems; learning organizations, organizational transformation and an exploration of the trends and future of organizations. Same as MGT 616.

HCA 621 - Nursing Home Administration (3)

Insight into nursing home management issues, whether it be for the seasoned veteran or the health care neophyte manager. This course will assist the manager in developing his/her style of management.

HCA 627 - Health Care Information Systems (3)

This course introduces students to the fundamentals of information systems used for managerial and clinical support in healthcare, including electronic health records. The course covers the concepts of healthcare delivery systems, their integration with workflow processes and employee and patient management, clinical data collection, data storage management, and data confidentiality and security.

HCA 631 - International Health Care Systems (3)

Effects of government and private health services on the health status of populations around the globe. Emphasis is on an interdisciplinary approach including epidemiological, economic, and financial issues.

HCA 645 - Clinical Research (3)

Research methods employed in clinical settings. Quantitative and qualitative methods: research designs related to clinical situations.

HCA 651 - Capstone Design & Development (3)

The design and development of the capstone project consists of preparing a draft of five chapters: introduction, research, methodology, case/model development or study, and conclusion.

HCA 652 - Capstone Completion (2)

The Capstone Completion course is the capstone finishing process synthesizing the final project document for publication. It requires student adherence to writing competencies and College and APA style standards. Prerequisite(s); if any: HCA 651.

HCA 675 - Capstone Project (3)

The capstone project for Health Care Administration (HCA) is a project paper designed for students to reflect upon and illustrate their competency as a health care administrator. The culminating project can consist of an internship, research, or program improvement report. Prerequisite(s); if any: Completion of all required HCA program coursework.

HCA 799 - Capstone Project (5)

Internship, program evaluation/development, or research project integrating course work in health care administration. Prerequisite(s); if any: Completion of all required HCA program coursework.

MGT 525 - Organizational Leadership (3)

This course explores broad aspects of organizational leadership and its relationship to firm performance. The course focuses on many areas including, Human Dynamics (R), personal mastery, governance-structure, roles, responsibilities, and alignment to leadership. Same as HCA 525.

History

HIS 500 - Select Topics: History (3)

Topics in various aspects of history. May vary from year to year.

HIS 504 - The American Revolution (3)

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 304.

HIS 515 - The African American Experience (3)

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

HIS 516 - Public History (3)

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

HIS 517 - National and Ethnic Identity in Europe (3)

Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 - Historiography (3)

Introduction to modern historiography.

HIS 525 - Ancient Cities (3)

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

HIS 527 - Religion in the Ancient World (3)

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

HIS 547 - Japanese Imperialism and the Pacific War (3)

Japanese imperialism from 1895-1945 Modernization, expansion, the Sino-Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Meets with HIS 345.

HIS 564 - Ancient Greece and Rome (3)

This course explores Greek and Roman foundations of Western Civilization. The course will explain the Greek and Roman legacies that shaped Western politics, religion, philosophy, culture, and society. Meets with HIS 364.

HIS 590 - Independent Study (0 to 6)

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

HIS 600 - Selected Topics (3)

Advanced study of a selected topic in history not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

HIS 619 - Readings in African-American History (3)

Overview of literature on the African-American historical experience in the United States from 1619 to present.

HIS 656 - Guided History Research (3)

Substantial piece of original research written to professional standards required. Same as History 456. Prerequisite(s); if any: Graduate level standing.

HIS 690 - Independent Study (0 to 6)

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

Health Studies

HLS 547 - Narrative of Disability (3)

An exploration of descriptions of disability experience in first person narratives, memoirs and fictional accounts in literature and film. Prerequisite(s); if any: ENG 102. Same as ENG 547.

Human Rights

HRA 500 - Select Topics: Human Rights Advocacy (3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

HRA 664 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Humanities

HUM 503 - Museum (3)

Exploration of museums as cultural institutions and attempt to define the purpose of the institution, approaching museums as texts in order to discover what they seek to communicate and to whom.

HUM 600 - Humanities Seminar (3)

Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same. May be repeated for credit, provided the topics are not the same.

Interprofessional Education

IPE 504 - Interprofessional Practice and Leadership (1)

This course is delivered as either an on ground or distance learning environment to provide the student with a foundation for success in patient care related fields. Emphasis is on inter-professional communication and collaboration, ethical decision-making, team building, teamwork and leadership.

IPE 505 - Interprofessional educational experience (0-1)

Interprofessional practice experience dedicated to prepare students of health professions at Utica College for interprofessional, collaborative practice of patient care through innovative (nationally and internationally recognized) practice experience. This is a zero to one

credit hour experience that is composed of 15 hours of interaction in interprofessional practice setting with peers of different health professions to achieve appropriate patient/client care. Pass/Fail
Prerequisite(s); if any:
IPE 102 or IPE 504

IPE 680 - Coming Together-Caring for Others (1)

This elective course, open to students enrolled in nursing, occupational therapy and physical therapy, allows learners to explore and apply the four Interprofessional Education Collaborative (IPEC) core competencies: values and ethics, roles and responsibilities, communication, team and teamwork. Working under faculty supervision, student IPE teams will gain experience in applying the competencies to a population of community members with a common diagnosis (multiple sclerosis). This course, hybrid in mode of delivery will include both online and face to face content and instruction. Lecture, lab, and online module will be used to emphasize both interprofessional education (IPE) and practice (IPP). Pass/Fail. Meets with IPE 480

Liberal Studies

LST 500 - Select Topics: Liberal Studies (0 to 3)

Topics in various aspects of Liberal Studies. May vary from year to year.

LST 503 - Graduate Liberal Studies Seminar (1)

Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 540 - Contemporary Topics in Science (3)

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

LST 600 - Selected Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

LST 603 - Introduction to Interdisciplinary Research (3)

Reading and designing research that looks across disciplinary boundaries, combining methods and addressing questions from multiple perspectives.

LST 604 - Graduate Liberal Studies Seminar (3)

Orientation to the MSLS as an opportunity to enhance critical thinking, analytical, and writing skills. Explores the concept of interdisciplinary liberal education and its potential for fostering intellectual growth, and the ability to enhance employability.

LST 605 - Technowar: The Human Struggle with Technology (3)

Technology dates from the first time a living entity picked up a rock to defend itself or to use as a tool. Since that time technology has made life simpler, safer, or richer but with ethical and other costs.

LST 640 - Contemporary Issues in Science (3)

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

LST 690 - Independent Study (1 to 6)

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

LST 691 - Research I (3,6)

Review literature in the field of study and develop a faculty-supervised proposal for a thesis or research project.

LST 692 - Research II (3,6)

Complete a faculty-supervised thesis or research project.

Math

MAT 500 - Select Topics: Mathematics (3)

Topics in various aspects of mathematics. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

MAT 503 - History of Mathematics (3)

Origin of numbers and changing views of mathematics, pre-civilization through the early twentieth century.

MAT 505 - Problem Solving in Mathematics (3)

Principles of problem solving, mathematical thinking and mathematical reasoning, deductive and inductive reasoning, mathematical induction, solutions of recurrence relations. Detecting mathematical fallacies and flaws. Modeling problems, psychological strategies for overcoming math anxiety.

MAT 517 - Early Childhood/Elementary Education: Mathematics (3)

Basic mathematical concepts. Mathematics standards, math phobia. Internet resources, Word, Excel, Power Point.

MAT 535 - Contemporary Mathematics (3)

Mathematics relevant to business, politics, history and the social sciences. Realistic approach to problem solving.

MAT 551 - Classical and Modern Geometry (3)

Geometric structures. Formal geometries and models. Theoretical development of geometric concepts. Geometric constructions. Locus of points. Conic sections. Fractal geometry. Geometry in nature and real life. Discovering geometry by technology.

MAT 590 - Independent Study (1 to 6)

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

MAT 600 - Selected Topics (3)

Advanced study of a selected topic in mathematics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

MAT 690 - Independent Study (1 to 6)

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

Management

FIN 585 - Health Care Financial Management (3)

The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future. Prerequisite(s); if any: ACC 506 or permission of instructor.

MGT 501 - Management and Marketing (3)

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

MGT 531 - Marketing and Strategic Planning in the Service Sector (3)

This course examines broad aspects of service sector marketing, management, and strategic planning. Students will explore a variety of topics, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering services. Same as HCA 531.

MGT 602 - Core Topics in Management II (0,6)

Business planning and strategic management; capital structure; cash flow analysis; operational, capital, and cash budgeting; demand theory; cost theory; business simulation experience.

MGT 610 - Core Topics in Management (3)

Investigation of the various functions and ethical impacts inherent within an organization and for which management is responsible including strategy, research and development, marketing, operations, and the supply chain.

MGT 615 - Human Resources Management (3)

This course explores core concepts of understanding and managing human behavior in complex organizations. Course materials cover various legal aspects of human resources management. Employee motivation, collective bargaining, recruitment, employee benefits, and performance evaluation are also addressed. Same as HCA 615.

MGT 616 - Organizational Development and Change (3)

This course examines theories and applications associated with organization development and change with specific focus on improving organizational effectiveness. Topics covered include managing planned and unplanned change; changing organizational culture with an understanding of ethical and value considerations; processes associated with organization change, employee empowerment, developing high performance teams and high performing systems; learning organizations, organizational transformation and an exploration of the trends and future of organizations. Same as HCA 616.

MGT 617 - Corporate Ethics (3)

Ethical issues and dilemmas that contemporary business professionals face in the performance of their duties.

MGT 619 - Strategic Management and Leadership (3)

Case study based course focused on developing skills in strategic competitive analysis, assessing business risk, effective implementation and execution of strategies, and developing an effective leadership style

based on current theories and research. Prerequisite(s); if any: MGT 601 & MGT 602.

Nursing

NUR 588 - Org Lead & Role Devel APN (3)

This course focuses on the knowledge and skill essential to understand the economics of care, business principles, and navigation to affect change in diverse health care systems. It will prepare students to conceptualize a new advanced practice role in the discipline of nursing. Leadership theory, styles, contemporary approaches and strategies will be explored.

NUR 603 - Quality Improvement and Safety in Health Care (3)

This course prepares students to analyze information and apply quality improvement methods to affect safety and quality of care and to improve patient outcomes. The use of current and emerging technologies to support safety, quality, and fiscally sound care across diverse settings will be emphasized.

NUR 604 - Advanced Pathophysiology (3)

This course will explore pathophysiology theory and evidence-based research across body systems within the human lifespan to provide the advanced practice nurse with a foundation to developing advanced diagnostic reasoning and clinical management skills in clinical settings.

NUR 607 - Curriculum Development and Implementation (3)

This course focuses on curriculum design, content organization, and planning related to curriculum development. The issues and procedures involved in designing and implementing curricula will be discussed. Students will develop and implement a learning project with a target population. The student will participate in 90 clock hours of practicum.

NUR 608 - Epidemiology and Population Health (3)

This course explores health promotion, community assessment and disease prevention in diverse populations using epidemiological theories. Chronic and communicable disease incidence, at risk populations, clinical interventions, genetics and genomics and evidenced based practice will be investigated as it applied to advanced practice nursing.

NUR 609 - Nursing Research and Evidence Based Practice (3)

This course will teach the advanced practice nurse to generate and implement nursing research to improve

healthcare outcomes, initiate change, and improve nursing practice.

NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)

This course introduces the essential competencies to provide a foundation for advanced practice nurses to develop advanced health assessment skills: communication, history, and physical examinations (focused and complete); diagnostic reasoning; and written and oral presentation of findings. Prerequisite(s); if any: Prerequisite(s): NUR 604

NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)

This course assists the Family Nurse Practitioner (FNP) student to develop advanced assessment skills, appraisals of diagnostics (tests, labs) and competency in common office procedures. Prerequisite(s); if any: Prerequisite(s): NUR 611

NUR 613 - Health Policy and Advocacy (2)

This course examines the relationship of health outcomes and the impact of the advanced practice nurse as advocate for vulnerable populations, the profession, and health-promoting policies at the organization, local, state, and federal level.

NUR 614 - Stat Analysis and Scholarly Inquiry (3)

This course will allow the advanced practice nurse to critically analyze the scientific foundation of nursing by means of evaluating statistical research for scientific quality and applicability to promote evidence based practice. Prerequisite(s); if any: Prerequisite(s): NUR 609

NUR 615 - Advanced Pharmacology (3)

This course will examine foundational principles of safe pharmacology, pharmacokinetics, pharmacodynamics, vaccines and toxicology across the lifespan in diverse healthcare settings.

NUR 616 - Advanced Pharmacology II (2)

This course examines the requirements of Family Nurse Practitioners (FNP) to prescribe across the lifespan in primary care settings. The course will focus on the legalities and clinical decision-making in prescribing pharmacologic therapy. There is an emphasis on evidence based decision making to provide clinically applicable, cost effective selections of pharmacotherapeutics. Completion of the NYS Prescribing course and NYS Opioid Training is mandatory for all students. Prerequisite(s); if any: Prerequisite(s): NUR 615 and NUR 604

NUR 617 - Instructional Design and Teaching with Technology (1,3)

This course prepares students to apply theoretical concepts of education and learning to teaching in nursing. Fundamentals of instructional design, theories of teaching and learning, instructional design models, technology use in education, and learner diversity will be explored. Design considerations for technology-based instruction will be addressed. Prerequisite(s); if any: NUR 607

NUR 618 - Test Construction and Analysis (3)

This course introduces assessment as it relates to item writing, exam formulation, and evaluation of exam reliability and validity in nursing education. Concepts related to learning, psychometrics and student evaluation will be emphasized. Prerequisite(s); if any: Prerequisite(s): NUR 607

NUR 621 - Health Promotion and Primary Care I (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is on development and prevention screening, age specific health management, vaccines, skin, EENT, and dental health. The student will complete 225 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 615 and NUR 612.

NUR 622 - Health Promotion and Primary Care II (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is gender health, screening and the health management of childbearing individuals. The student will complete 225 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 621

NUR 623 - Assessment and Evaluation in Nursing Education (3)

This course provides an overview of classroom and clinical student appraisal mechanisms. Assessment and evaluation of learning through the application of technology will be explored. In addition, evaluation at the program and course levels are addressed in conjunction with national and regional accreditation standards. Clinical performance appraisal will be a central focus of this course. Prerequisite(s); if any: Prerequisite(s): NUR 607

NUR 624 - Teaching Learning Practicum (1, 2)

This course will examine and implement the nurse educator role in the relation to academia, health care organizations and the profession of nursing. The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 617 and NUR 623

NUR 625 - Health Promotion and Primary Care III (6)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is to develop clinical decision making to screen for and manage chronic illnesses: anemia, COPD, asthma, diabetes and hypertension. The student will complete 270 practicum hours in conjunction with this theory course. Prerequisite(s); if any: Prerequisite(s): NUR 622

NUR 627 - Organizations Theory and Management (3)

Course outcomes provide an overview of theories of organizations with particular focus on the dynamics of human resource management. Given the changing and complex nature of healthcare organizations, students will be prepared to respond to a number of workforce issues and demands, including a culturally diverse workforce and generational differences among staff.

NUR 628 - Innov Lead in Health Care (3)

The focus of this course is to prepare the nurse administrator to lead and manage complex health care organizations, in an environment of continuous change and fiscal challenges. In addition, they need vision and skills in managing the changes required to close the gap of the latest research and implementation of evidence-based care in healthcare settings.

NUR 631 - Nursing Leadership Theory and Practice I (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. Students will develop advanced practice nurse leader skills associated with organizational management theory, analytical skills, collaboration and decision making. The student will develop a leadership project with an experienced nurse leader. The student will participate in 90 clock hours of practicum.

NUR 632 - Nursing Leadership Theory and Practice II (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. This course builds on the knowledge of organizational leadership and quality improvement. The student will integrate advanced knowledge and skills into practical

applications in the role of nurse leader. The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 631

NUR 633 - Health Care Finance and Budgeting (3)

This course focuses on the impact of finances in the delivery of healthcare services. Basics of healthcare financial management including budget development, personnel (FTE) allocation, cost analysis and management of financial resources such as capital equipment and supply budget will be explored.

NUR 634 - Nurse Practitioner Culminating Seminar (2)

This course prepares students in the Family Nurse Practitioner (FNP) track to summarize, evaluate, and integrate their experiences as they transition from Registered Nurse (RN) to entry level Advanced Practice Nurse (APN). The focus of this course is placed on practice issues in diverse healthcare settings, job negotiation strategies, exploring collaboration with a review of state licensure, national certification and federal reimbursement mandates. A comprehensive exam will be given in this course. Prerequisite(s); if any: NUR 625 Co-requisite(s): NUR 625

NUR 637 - Mediation, Conflict Resolution, and Negotiation (3)

This course will prepare advanced practice nurse leaders with the foundational knowledge to engage and resolve conflict in the diverse interdisciplinary health care system. The dynamics of conflict and communication theory within the organizational setting will be explored.

NUR 995 - Nurse Practitioner Skills Residency (0)

Nurse Practitioner skills residency. Prerequisite(s); if any: Prerequisite(s): NUR 604 and NUR 611

Occupational Therapy

OCT 500 - Select Topics: Health (1 to 3)

Topics relevant and timely to the provision of services aimed at promoting health and enhancing quality of life.

OCT 505 - Theoretical Basis of Occupational Therapy (3)

Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major.

OCT 506 - Human Occupations (3)

Exploration into the relationship between participation in human occupation and quality of life throughout the

lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 - Documentation in Practice (1)

The focus of this course will be on terminology, format, and guidelines for documentation of occupational therapy services. Co-requisite(s): OCT 548 and

OCT 525 - Fundamentals of Transformative Learning (2)

Students will learn the principles of transformative learning in order to apply them to their educational experiences within the occupational therapy program. Students will be provided with an overview of evidence-based practice and research traditions within occupational therapy so that such evidence can be integrated into those transformative learning experiences. Co-requisite(s): OCT 573.

OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)

Case-informed discussion related to the role of occupational therapy with adolescents and adults. Open only to students in the professional phase of the occupational therapy major. Co-requisite(s): OCT 571.

OCT 527 - Case-Informed Discussion: Adults (2)

Case-informed discussion to the role of occupational therapy with adults. Co-requisite(s): OCT 572.

OCT 543 - Fieldwork Level IA Prep (0)

Students will gain knowledge and skills in preparation for their first level I experience.

OCT 549 - Research Seminar I (1)

Students will gain proficiency in basic research skills including proposal development and data collection. Co-requisite(s): OCT 548 .

OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)

Experimental learning in community agencies; development and application of foundational skills; observation, interpersonal communication, advocacy, cultural competency, reflective practice, ethics. Includes 20 hours of fieldwork.

OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)

Experiential learning in community setting with focus on occupation, professional development, and communication skills. Application to teaching-learning process, identification of community

resources, and professional communication. Requires 20 hours of fieldwork.

OCT 553 - Fieldwork Level IA (1)

Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 561 - Professional Roles: Development (3)

Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 567 - Fieldwork Level IIA Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience.

OCT 568 - Occupational Therapy Research Analysis and Integration (2)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 525. Co-requisite(s): OCT 549.

OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)

Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention. Co-requisite(s): OCT 526.

OCT 572 - Occupational Performance: Adults (0,4)

Role of occupational therapy with adults older than 40 years of age; evaluation and intervention. Co-requisite(s): OCT 527.

OCT 573 - Fundamentals of Occupational Therapy Practice I (2)

Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation. Co-requisite(s): OCT 525.

OCT 574 - Fundamentals of Occupational Therapy II (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with a variety of clients within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to advanced intervention approaches. Competency in basic skills is assured in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 573

OCT 601 - Occupational Performance: Children (0,4)

Occupational therapy practice with children (aged 0 - 13): evaluation, intervention and outcomes. Co-requisite(s): OCT 604.

OCT 602 - Synthesis: Occupation-Based Practice with Children (2)

Emphasis on best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical analysis of literature and creation of personal perspective on practice with children.

OCT 604 - Case-Informed Discussion: Children (2)

Case-informed discussion related to the role of occupational therapy with children between the ages of 0 to 13. Open only to students in the professional phase of the occupational therapy major. Co-requisite(s): OCT 601.

OCT 605 - Fundamentals of Occupational Therapy III (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with children, their families, and other involved professionals within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to intervention approaches appropriate for children. Competency in basic skills is assumed but will be reinforced and applied to more complex situations in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 574

OCT 615 - Synthesis: Theory to Practice (2)

Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 622 - Writing for the Profession (2)

Students will engage in writing for various venues and purposes, understanding the role of the audience when selecting the style and format of their writing. Prerequisite(s); if any: OCT 521.

OCT 623 - Fieldwork Level IB Preparation (0)

Students will gain knowledge and skills in preparation for their first level I experience with children.

OCT 633 - Fieldwork Level IB (1)

Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 637 - Occupational Therapy Manager (3)

Synthesis and integration of principles of management and impact of systems on provision of occupational therapy services to individuals in various populations and communities.

OCT 648 - Occupational Therapy Research Analysis and Integration (1)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 548 and OCT 549. Co-requisite(s): OCT 649.

OCT 649 - Research Seminar II (1)

Students will gain proficiency on advanced literature searching and critical reading with the goal of producing a systematic review that will address a practice/research question. Prerequisite(s); if any: OCT 548 and OCT 549. Co-requisite(s): OCT 648.

OCT 651 - Fieldwork Level IIB Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience with children.

OCT 652 - Community II (1)

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

OCT 654 - Fieldwork Level IIA (6)

First Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 655 - Community III (1)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis. Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 656 - Fieldwork Level IIB (6)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 657 - Fieldwork Level IIC (0 to 4)

Occupational field work experience in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for M.S. degree in occupational therapy.

OCT 658 - Fieldwork Level IID (1 to 6)

Level II fieldwork of up to 6 weeks in an approved fieldwork setting. Graded on a pass/fail basis. May be repeated for credit.

OCT 663 - Advanced Professional Roles (3)

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

OCT 668 - OT Research Dissemination (2)

Students will gain proficiency in the skills necessary for both the oral and written dissemination of research findings. Prerequisite(s); if any: OCT 548 , OCT 549, OCT 648 and OCT 649. Co-requisite(s): OCT 669.

OCT 669 - Research Seminar III (2)

Completion of approved research project under faculty sponsorship. Prerequisite(s); if any: OCT 548

OCT 673 - Interprofessional Practice (0-1)

Students will gain the knowledge and skills needed to practice interprofessionally in a variety of settings. Prerequisite(s); if any: IPE 504.

OCT 735 - Best Practice in Emerging Areas with Adults (3)

Students will identify best practices in occupational therapy for adults with emphasis on societal trends, emerging practices, and outcomes across systems, populations, and communities. Students will be further required to analyze, critique, and prioritize the evidence supporting practice decisions across the OT process in varied practice settings.

OCT 736 - Best Practice in Emerging Areas for Children and Adolescents (3)

Students will identify best practices in occupational therapy for children and adolescents with emphasis on societal trends, emerging practices, and outcomes across systems, populations, and communities. Students will be further required to analyze, critique, and prioritize the evidence supporting practice decisions across the OT process in varied practice settings.

OCT 755 - Advocacy for Populations and Communities (3)

Students will learn how to effect change in service to occupational therapy's vision of a socially and occupationally just world in which health equity is a reality. Building upon previous coursework in systems analysis and systems change, students will analyze how systems may impede or facilitate occupational justice and health equity. Students will learn and

practice strategies to influence these systems as individuals and with groups. Skills and competencies addressed will include contextual analysis, policy analysis, interpersonal communication, social and mainstream media communications, analysis of group and intergroup dynamics and alliance building, cultural humility, and practicing ethics of advocacy. Prerequisite(s); if any: HCA 521

OCT 765 - Advanced Skills for the Educator (3)

Using an instructional design model, students will be exposed to multiple theories of teaching-learning with an in-depth application to occupational therapy practice and education.

OCT 775 - Capstone Project - Planning and Implementation (3)

Students will identify an issue in a practice setting of their choice, developing a plan to address that issue and evaluate the results of their plan. Students will demonstrate their ability to use the knowledge and skills, developed through course work and experience, to create new knowledge or to apply knowledge in creative, innovative ways. Prerequisite(s); if any: Completion of all required and elective coursework.

OCT 785 - Capstone Project - Analysis and Dissemination (3)

Students will implement the capstone project planned during prerequisite coursework, analyzing data obtained about the efficacy and effectiveness of the project. The goal of the project will be the creation of new knowledge or the application of existing knowledge in a creative and innovative manner. The report will be of a quality appropriate for dissemination to a professional audience. Prerequisite(s); if any: OCT 775

Philosophy

PHI 503 - Environmental Ethics (3)

Topics covered include the relationship between environmental and traditional ethics, the nature of value, and interconnectedness in ethics and nature.

PHI 504 - Evolution and its Discontents (3)

An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

PHI 586 - Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 386

PHI 655 - Cyber Ethics (3)

This course examines how various classical theorists have interpreted the concept of morality and how these interpretations apply to cyber conflict, cyber ethics, and the use of technology more generally.

Physical Therapy

PHT 701 - Foundations of Autonomous Practice (2,3)

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

PHT 712 - Prevention and Wellness (2,3)

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

PHT 716 - Global Health Care Issues (3)

Current perceptions of the influence of health policy and professionalism on physical therapy practice are examined. Strategies for fostering leadership within profession are introduced. Principles of business management are applied to physical therapy practice. Prerequisite(s); if any: PHT 701.

PHT 721 - Diagnostic Imaging I (2)

Fundamentals of diagnostic imaging for screening, evaluation, diagnosis, prognosis, and outcome assessment. Scientific principles underlying multiple imaging technologies will be covered. Prerequisite(s); if any: PHT 701.

PHT 722 - Diagnostic Imaging II (2)

Analysis of pathophysiology and related imaging in the practice of physical therapy. Emphasis on incorporation of imaging data in the diagnosis, differential diagnosis, prognosis, and outcome assessment for pathology of specified body system. Prerequisite(s); if any: PHT 701.

PHT 723 - Pharmacology and Pathophysiology I (2)

Principles of pathophysiology and pharmacology, from cellular to systems level; drug action on the

nervous and cardiopulmonary systems, including therapeutic and adverse responses; traditional and evolving information related to pharmacology in physical therapist's practice. Prerequisite(s); if any: PHT 701.

PHT 724 - Pharmacology and Pathophysiology II (2)

Analysis of pathophysiology and pharmacology related to the practice of physical therapy; drug action on the musculoskeletal system; accessing, evaluating, and applying information to patient/client evaluation, prognosis and the determination of physical therapy interventions. Prerequisite(s); if any: PHT 723.

PHT 779 - Clinical Education IV (8)

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

PHT 816 - Practicum (1 to 6)

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

PHT 995 - Residency (0)

Physics

PHY 590 - Independent Study (0 to 6)

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

PHY 600 - Selected Topics (3)

Advanced study of a selected topic in physics not normally included in the regular curriculum. May be repeated for credit provided the topic studied does not duplicate previous coursework.

PHY 690 - Independent Study (0 to 6)

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

Psychology

PSY 507 - Psychology and the Visual Arts (3)

Introduces students to elements of design and how they create psychological effects. Introduces students to influential artists and their creative works. Affords students opportunities to explore their creative and expressive potentials.

PSY 604 - Child and Adolescent

Development: Implications for Educators (3)

Developmental theory, principles, and research and their application to the effective education of diverse student populations. Twenty hours of field work required.

Psychology Child Life

PCL 503 - Introduction to Child Life Specialty (3)

This course is an introduction to the role of child life specialists in healthcare settings. It provides basic knowledge required to function as a child life specialist including the application of general psychological and human development principles to the care of hospitalized children and adolescents. This course includes a variety of pediatric health care experiences. Instructor approval required.

PCL 504 - Social and Historical Context of Child Life (2)

This course provides a comprehensive review of the field of child life, including a historical perspective of the care of children in healthcare, the origins of child life, its growth as an organized profession, the current state of psych-social care in healthcare, and opportunities and possibilities for the future.

PCL 507 - Child Life Practicum (3)

This course will consist of a minimum of 100 hours of volunteer assistance in a hospital under the direction of a Certified Child Life Specialist to gain practical experience working with children and adolescents with healthcare needs. Coursework includes written work and the evaluation of student performance in the hospital setting. Prerequisite(s); if any: PCL 503

PCL 609 - Advanced Research Methods (3)

This course addresses principles of evidence-based practice and provides the basis for exploring research designs for evaluation of prevention/intervention programs in Child Life Specialty and children's healthcare using univariate and multivariate analyses.

PCL 623 - Therapeutic Play Techniques (3)

This course introduces empirically-based therapeutic play techniques for children and adolescents coping with health concerns. Topics for this course include

age-appropriate strategies and therapeutic activities based on principles of play to support children and adolescents who are coping with issues related to separation anxiety, self-esteem, body image, death, isolation and pain.

PCL 624 - Psycho-Social Care of Hospitalized Children & Adolescents (3)

This course focuses on young people's reactions to hospitalization at each stage of their development and the interventions initiated by child life specialists and other healthcare professionals to reduce the stress of hospitalization. Topics include the role of parents, how to prepare young patients for hospital admission and medical procedures, and how to plan and conduct therapeutic play and recreation programs in the hospital setting. Prerequisite(s); if any: PCL 623

PCL 627 - Grief & Mourning: Support Systems and Practices (3)

This course provides an introduction to current issues and research related to palliative care, grief, loss, and bereavement as it impacts children, adolescents, and their families. Concepts of bereavement, grief and loss as they relate to children, adolescents, siblings, and parents across various cultural contexts will be examined. Current clinical techniques and coping strategies will be explored.

PCL 628 - Public Policy & Advocacy in Children's Healthcare (3)

This course provides an overview of current issues impacting children's rights and health. This course will focus on the influence of public policy on children's rights and health at the federal, state, and local levels. Students will develop the knowledge and skills to analyze, communicate, and advocate for children's healthcare policy issues and support families in their advocacy efforts.

PCL 633 - Family Systems: Theory and Practice (3)

This course will examine theories regarding the family as a system. Characteristics that represent the range of family systems will be explored, and characteristics that differentiate functional from dysfunctional families will be analyzed. Implications for practice in the field of children's healthcare will be explored.

PCL 668 - Internship Preparation (1)

This course provides explicit preparation for students' internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, child abuse training, and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Prerequisite(s); if any: PCL 507

PCL 670 - Child Life Internship (9)

Supervised experience of a minimum 600 hours in a hospital or other health care facility to seek certification as a child life specialist, or a community agency working with children and/or adolescents affiliated with the program. Written work, project, and periodic evaluations. Co-requisite(s): PCL 673

PCL 673 - Professional Development and Leadership Seminar (0)

This course is the culminating academic experience, taken concurrently with the Child Life Internship, concluding with a position paper on a current issue in healthcare/child life studies completed under the supervision of a professor concurrent to the Child Life Internship. Issues such as current health care practice, collaborative decision-making, and supporting families with children who have medical complexity are considered. Permission of director chair required. Co-requisite(s): PCL 670

Risk Management

RMI 610 - Insurance and Risk Management for Today's Professional (3)

This course provides an overview and introduction to different types of non-speculative risks faced by businesses and individuals, and how we identify, measure, control and mitigate those risks. Prerequisite(s); if any: BUS 652.

RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)

This course provides a view of P/C insurance and risk management issues for both commercial concerns and the individual or family. The course will analyze, compare, and contrast P/C issues of businesses and individuals. Prerequisite(s); if any: BUS 652.

RMI 630 - Insuring and Managing Risk for the Person (3)

The course will explore the many risk management and insurance issues individuals must deal with in today's world. Life and health insurance, disability income insurance, retirement, investment and financial planning are covered. Prerequisite(s); if any: BUS 652.

RMI 640 - Managing Risk Across the Enterprise (3)

ERM is the process firms use to identify, measure, manage, and disclose the key risks. This course explores the theory and process of identifying risks and their impact on the value of the firm. Prerequisite(s); if any: BUS 652.

Social Work

SWK 501 - Human Behavior in the Social Environment (3)

The purpose of this course is to introduce the social work student to knowledge of human behavior and development as a base for social work practice. Lifespan development from conception to death and dying is examined. This course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the lifespan. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, abilities, and other differences.

SWK 502 - Recovery Theory, Values, and Skills (3)

Students learn the recovery philosophy, understand the research supporting it, and practice skills to support recovery in clients. Prerequisite(s); if any: SWK 501.

SWK 503 - Evidence for Practice (3)

This introduction to using research evidence in social work is based on the need for practitioners to develop an appreciation for the place of scientific inquiry in the resolution of social problems and the specific challenges encountered by their clients. The course focuses on finding, assessing, and synthesizing research evidence to support practice approaches with clients and client systems.

SWK 504 - Power, Privilege, and Oppression (3)

This course examines the oppression of diverse populations and its effect on multicultural social work practice. The course is intended to increase awareness of multidimensional aspects of race/ethnicity, gender, sexual orientation, ability, and socioeconomic status in social work practice with individuals, families, organizations, and communities. This course develops a framework for understanding and respecting culturally diverse populations and serves as the basis for the infusion of cultural diversity throughout the curriculum. The initial premise of the course recognizes that the United States is a multicultural society and asserts that competent social work practice cannot occur without understanding how diversity strengthens and enriches us all. While the course specifically examines the role of oppression in shaping lives of members of specific cultural groups (race/ethnicity, gender, sexual orientation, ability, and socioeconomic status), we as members of the social work profession are committed to dismantling all forms of oppression directed at members of any distinct groups.

SWK 505 - Assessment of Mental Health Across the Lifespan (3)

This course examines symptoms, theories of etiology, treatment interventions, and prognosis within each diagnostic category and reviews a variety of assessment tools in the context of ethnicity, race, gender identity, gender expression, sexual orientation, ability, and historically oppressed and/or disadvantaged populations.

SWK 506 - Advocacy for Mental Health (3)

This foundation course furnishes students with the orienting knowledge and skills needed to advocate for, and raise awareness about, mental health policies and to understand their relevance to social work practice. Students will become familiar with basic issues, concepts, values, terminology, frameworks, and ethical issues that define mental health advocacy. It exposes students to knowledge about political, legislative, and legal advocacy, as well as builds skills in working with news media around interviews, press releases, and fundraising. It alerts them to mental health policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the mental health system.

SWK 511 - Social Work With Individuals, Families, and Groups (3)

This course covers the knowledge and skills essential to interpersonal practice. It integrates content on multiculturalism, diversity, social justice, and social change issues. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

SWK 512 - Social Work with Communities and Organizations (3)

This course covers basic content in community organizing, management, and evaluation, and prepares students to take more advanced courses in their concentration. During this course, students focus on: (1) Understanding the context of macro practice; (2) Identifying problems at the community and organizational level; (3) Organizing and building relationships within communities and organizations; and (4) Organization-based and community-based strategy making, planning, and program development. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. Prerequisite(s); if any: SWK 511.

SWK 521 - Field Work 1 (3)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social

work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 522 - Field Work 2 (3)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 521.

SWK 531 - Field Work 1A (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 532 - Field Work 1B (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 535 - Field Work 2A (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 536 - Field Work 2B (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-

based, culturally competent, generalist practice.
Graded on a pass/fail basis.

SWK 601 - Clinical Social Work Practice I (3)

This course focuses on advanced social work, clinical, and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn from client populations. Course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches.

SWK 602 - Clinical Social Work Practice II (3)

This course addresses therapeutic work with couples, families, and groups. The focus is on the professional use of self in differentiated ways to enhance therapeutic outcomes. The course also reinforces the connections among theory, evidence-based practice, interventions, culturally appropriate, and anti-oppressive approaches to social work practice. Students are prepared to conceptualize and deliver social work services to couples, families, and groups. Prerequisite(s); if any: SWK 601.

SWK 605 - Motivational Interviewing (3)

Students will be guided through a sequence of learning activities to develop and refine the skills of motivational interviewing and to begin a process for developing proficiency in this method. Students will also become proficient in identifying and coding motivational interviewing skills.

SWK 606 - Cognitive Behavioral Therapies (3)

This course examines cognitive approaches to social work practice, suggesting methods focusing on clients' problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals, and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families, and groups.

SWK 613 - Mental Health Policy (3)

Mental health policies and service delivery issues are among the most recognized and critical social problems in the United States. This course provides an overview of policies and service delivery models in mental health care, with an emphasis on achieving quality and addressing disparities.

SWK 614 - Clinical Case Evaluation (3)

This course is designed to prepare students in the basic principles of single-case design for clinical case evaluation and its application to social work practice in agency settings. Using both case examples and agency settings as laboratories, students will learn approaches to single-case design with attention to the value, tensions, and ambiguities related to adapting

current evaluation models to agency requirements for evaluation.

SWK 615 - Psychodynamic Theory (3)

The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self-psychology, attachment theory, relational theory, and intersubjective theories relevant to psychodynamic psychotherapy. Students will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice.

SWK 616 - Trauma and Recovery (3)

This course examines social work practice theories and interventions and skills as they apply to practice with child and adult survivors of physical, sexual, and other forms of abuse and trauma. Particular attention will be made to the use of engagement, assessment, planning, intervention, evaluation, and follow up. Emphasis will also be placed on diversity and use of social work ethics and values when working with survivors of abuse and trauma.

SWK 621 - Field Work 3 (3)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 622 - Field Work 4 (3)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 621.

SWK 631 - Field Work 3A (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 632 - Field Work 3B (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 631.

SWK 635 - Field Work 4A (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 636 - Field Work 4B (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social

work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 636 - Field Work 4B (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on pass/fail basis.

Sociology**SOC 537 - Science & Social Power (3)**

Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production & maintenance of inequality. Seminar format. Prerequisite(s); if any: ANT 101, SOC 151, or permission.

SOC 552 - Minority Experience in American Society (3)

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

SOC 555 - Community and Social Change (3)

This course is an analysis of the challenges and opportunities facing American communities. Topics of discussion include urban growth, structure, segregation, and basic economic and social processes found in cities. Analysis of census data and basic Geographic Information System (GIS) and data visualization practices and their application in policy environments are also explored.

SOC 563 - Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

SOC 565 - Demography (3)

Demography is the study of human population size, growth, density and change. The major focus of the course is on fertility, mortality, and migration patterns at the national level. A comparative perspective allows analysis of various demographic variables.

SOC 600 - Special Topics (3)

How cities are structured and how they function; what it is like to live in an urban setting; problems faced by urban places and how they are addressed. Will also examine different urban settings.

SOC 690 - Thesis (3)

The thesis project is a research project that involves the student conducting the full research process, from selecting a topic, preparing a literature review, to collecting and analyzing data, and completing a discussion and conclusion. Students who are interested in completing a Ph.D. program may be best served by enrolling in this course.

Spanish

SPA 500 - Immersion Spanish (3)

SPA 590 - Spanish Culture Research Paper (3)

SPA 604 - Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and thorough review of Spanish grammar. Conducted in Spanish. Prerequisite(s); if any: SPA 202 and permission of instructor.

SPA 690 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by

agreement between the student and the instructor, subject to approval of coordinator and division dean.

Utica College Course

UCC 501 - College Elective (1 to 9)

UCC 560 - Experience Credit (1 to 6)

Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring and the vice president for academic affairs and dean of the faculty before credit is given. Repeatable, but may not exceed one-quarter of the total hours required for the degree. Advance permission required.

UCC 580 - International Course: Immersion Spanish (3)

UCC 590 - Independent Study (1 to 6)

Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 600 - Contemporary Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

UCC 690 - Independent Study (0 to 6)

Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

Other Courses

OCT 745 - Advanced Theory and Theory Development (3)

Students will explore the process of theory development and the interaction of theory with practice, applying multiple occupational therapy theoretical perspectives to varied practice settings. Focus will be on comparing and contrasting these perspectives in terms of their ability to meet society's current and future occupational needs.

Financial Policies and Procedures

Financial Aid

There is one form of financial assistance: loans. Federal loans usually are guaranteed and offered at low-interest; repayment usually is due 6 months after the student graduates, leaves college, or drops below half-time. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each academic year.

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

Federal Aid Application Processes

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

Federal Direct Loans for Graduate Students

- **Direct Unsubsidized Loan**
 - Eligibility for Direct Unsubsidized Loans is determined using the FAFSA.
 - This type of loan accrues interest while the student is enrolled. Students may choose to pay the interest each month while in school, or allow the interest to accumulate.
 - Borrowing limits are a maximum of \$20,500 per academic year.
 - The interest rate for a Federal Direct Unsubsidized Loan is fixed for the life of the loan, and it is effective each year on July 1. Each loan disbursement will have a net loan origination fee deducted. The net fee changes annually on October 1.
 - No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct Unsubsidized Loan.
- **Graduate PLUS Loan**
 - Eligibility for Graduate PLUS loans is determined using the PLUS loan application found on <https://studentaid.gov/>.
 - The Graduate PLUS loan is based on a credit check and the student may borrow up to the cost of attendance less any other aid received.
 - Graduate students are required to complete the Free Application for Federal Student Aid (FAFSA) in order to use the Direct Graduate PLUS loan program.

- This type of loan accrues interest while the student is enrolled. Students can choose to pay the interest each month while in school or allow the interest to accumulate.
- The interest rate for a Federal Direct Unsubsidized Loan is fixed for the life of the loan and is effective each year on July 1. Each loan disbursement will have a net loan origination fee deducted. The net fee percentage changes annually on October 1.
- A credit check is required for this loan. If adverse credit history is present, a credit-worthy co-signer is needed.

Federal Satisfactory Academic Progress

Policy for Graduate Financial Aid Applicants

Federal regulations (General Provision CRF 668.1) require that Utica College review the academic progress of students who apply for and/or receive financial assistance. Satisfactory academic progress is comprised of three areas as required by federal regulations. Students (1) must complete their degree within a specified period; (2) demonstrate they are making progress towards the completion of their degree by earning a minimum number of credits hours each semester; and (3) achieve a GPA that is consistent with meeting graduation requirements. This regulation applies to each financial aid applicant, whether a previous recipient or not.

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

Financial Assistance Programs Affected

Federal Programs

- Direct Loan
- Graduate PLUS Loan

Institutional Programs

- Utica College Endowed Scholarships

Annual Evaluation

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

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

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

Federal/Institutional Standards

Students must earn 67% of attempted credits by the end of each academic year in order to continue to receive federal and/or 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 Federal Financial Aid:

- a. All graduate students must earn 67% credits attempted per year and;
- b. Maintain a cumulative GPA of 3.0 or better after their first academic year and beyond; and
- c. Complete a master's program within three (3) academic years of initiation to receive consideration for Federal Loans.

Earned credit hours include:

Grades of A through C or S (with credit)

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

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

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U)

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

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

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

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

Maximum Time Frame for Degree Completion

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

Failure to Meet Satisfactory Academic Progress

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

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

Students terminated from receiving financial aid can re-establish eligibility. This is accomplished by successfully completing the required number of credit hours and attaining the cumulative required grade point average by the end of

the next semester. Neither paying for one's classes nor sitting out a semester is sufficient to re-establish the financial aid eligibility of a student who has failed to meet SAP. If an unusual or extraordinary circumstance contributed to a student's lack of satisfactory academic progress, the student may appeal the denial of financial aid.

Appeal Process

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

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

If the appeal is approved and the college determines that the student should be able to meet cumulative SAP standards by the end of the fall semester, the student may receive aid during the fall semester while on financial aid probation. Students who fail to make SAP by the end of the fall semester will have their future financial aid eligibility terminated, and they will be notified in writing by the Office of Student Success. 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. The student may also 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 re-evaluated before the spring semester. To remain eligible for financial aid during the spring semester, the student must be meeting cumulative SAP standards, or the standards specified in their individual academic plan. As stated previously, students terminated from receiving financial aid can re-establish eligibility by successfully earning the cumulative credits and GPA required for SAP at their own expense.

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

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

Glossary of Satisfactory Academic Progress (SAP) Terms

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

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

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

Return to Title IV Federal Refund Policy

This policy is for all students receiving federal and institutional aid who completely withdraw from classes. This includes students who complete the official withdrawal process and 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 is not attending another class at that time may provide a written statement to the college indicating their intent to attend the future class within that term. If the student does not submit the statement or submits the statement and doesn't actually attend, the student is considered a withdrawal and a Return to Title IV calculation must be completed.

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

A simple equation to explain the process is:

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

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

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

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

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

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

- Financial Aid funds are returned to the Federal Department of Education in the following order:
 - Unsubsidized Direct Loans (other than Direct PLUS Loans)
 - Subsidized Direct Loans
 - Direct PLUS Loans
 - Federal Pell Grants for which a return of Title IV funds is required
 - FSEOG for which a return of Title IV funds is required

If a student is subject to an 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, 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. Online programs at Utica College are an example, each semester is 16 weeks but each course is only 8 weeks. These classes 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. An exception is if the institution has written confirmation from the student that they will attend a module that begins later in the same enrollment period.

The regulations require the institution to determine whether Title IV funds must be returned based on the number of days actually completed and/or actively participated versus the number of days the student was scheduled to attend during the payment period. When a student withdraws or stops attending all of their classes before completing more than 49% of the enrollment period, the student may no longer be eligible for the full amount of federal financial aid the student was originally awarded.

The regulations prevent students from enrolling in modules spanning the period, completing a portion of the period, and retaining all aid for the period.

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

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

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

If the answer is YES, go to question 2.

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

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

If the answer is NO, go to question 3.

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

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

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

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

Military Tuition Assistance Program

When you enroll in a Utica College graduate degree program your military tuition assistance (TA) may help cover the cost of your tuition. Eligible military-connected students must obtain TA approval from your commander in order to receive the benefit. Eligible students should also contact their Education Services Officer (ESO) prior to finalizing their enrollment. Tuition Assistance is NOT a loan. It is a special incentive for current military which you have earned for

service to your country. For more information please contact your ESO, call or email the Financial Aid Office, or visit: <https://www.militaryonesource.mil/education-employment/for-service-members/preparing-for-higher-education/how-to-use-the-military-tuition-assistance-program/>

Payment Options

Grad (PLUS) Loan

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

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

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

Private/Alternative Education Loan

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

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

Direct Payments

If after viewing your billing statement, you would prefer to make a payment directly to Utica College, we offer two payment options. To view your billing statement and access our payment site, please visit the website bannerweb.utica.edu and Enter Secure Area to log in. Then navigate to your account settings through Student Services > Student Account > Access My Account.

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

A payment plan is the other option available. If you are a main campus student, enrolling in our payment plan allows you to pay the semester balance in five (5) installments. When you enroll in the payment plan, you will be required to make an initial down payment of 1/5 of the total amount due plus a \$75 enrollment fee. Online student enrolling in our payment plan allows you to pay in four (4) installments. When you enroll in the payment plan, you will be required to make an initial down payment of 25% of the total amount by the due date. If the balance is not completely paid on or before the last installment, a \$50 late fee will be charged to the student's account.

Institutional Refund Policy

Refund Policy for Main Campus Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees. (See also "Housing Policy" in the student handbook). The following refund schedule applies only to the standard fall and spring terms for complete withdrawal from the college.

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

Refund Schedule:

Tuition

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

Thereafter, no refund will be given.

Room

100% Refund through the end of week 2

Board

100% prior to 1st meal offered.

Pro-rated through end of week 9

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

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

Refund Policy for Online Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her Financial Aid Counselor to discuss the financial implications of the withdrawal. The student will need to complete a withdrawal form to complete the process. Complete Withdrawal:
<https://www.utica.edu/forms/complete-withdrawal>

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

Refund Schedule:

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

Tuition and Expenses

For a list of current tuition rates, fees, and other expenses, please visit the following link: <https://www.utica.edu/tuition-and-financial-aid/tuition-and-fees/tuition-and-fees-graduate>

* Tuition charges and fees are subject to change.

Student Life

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

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

of the following offices.

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

Office of Graduate and Professional Studies

The Office of Graduate and Professional Studies (OG&PS) provides services to develop, promote, and support graduate and professional programs at Utica College.

The Office serves as a central source of information for students, faculty, staff, and administrators for issues and policies related to the graduate and professional programs at Utica College. The Office of Graduate and Professional Studies (OG&PS) is proud to support graduate students of Utica College (UC) from the time they apply to a program through to graduation and the commencement ceremony. For Utica College program directors, instructors, and staff, the Office offers information regarding graduate procedures and policies, academic partnerships, and discipline-specific accreditation activities.

- If you can't find what you're looking for, we're here to answer your questions.
- If our office doesn't maintain the information or service needed, we can find the answer for you or connect you to the appropriate resource.

Phone: (315) 792-3335

Email: ogs@utica.edu

Department Type: Administrative

Office Location: 123 White Hall

Hours: Monday - Friday, 8:30 a.m. - 5:00 p.m.

Student Conduct & Community Standards

Students at Utica College have enrolled freely and are expected to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others, and a commitment to

intellectual and personal growth in a diverse population are values deemed fundamental to membership in this College community.

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

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

Campus Dining Services

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

For menus and hours, visit uticadining.com.

Campus Safety

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

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

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

Career Services

Career Services, located in room 206 of the Strebel Student Center, assists students in preparing for or furthering a career based on their interests, skills, values, personality, and goals. Its services are available to all students and alumni within 5 years of graduation. Career Services offers a full range of in-person and online services designed to help students explore their professional interests, understand the importance of proper planning and preparation in goal setting, and assist in the successful transition from academic to professional life. Individualized assistance is provided in a variety of areas, including developing and critiquing resume and cover letters as well as interview preparation. Events coordinated by the office include networking nights, job and internship fairs, the etiquette dinner, mock

interviews, and more. Career Services also hosts UC Career Connect, an online career management system that features posted jobs and internships, the ability to upload a resume for employer review, and registration to Career Services events.

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

Health Insurance

All full-time undergraduate and graduate students must carry health insurance. Utica College offers a health insurance plan for students who do not have alternate coverage which is charged to your account every semester. This charge varies semester to semester. Health insurance covers medical services not available at or through the Student Health Center. Full-time students who already have alternate health insurance and do not want the student health insurance must complete an online waiver each year the student enrolls at Utica College. Information on the student health insurance is available at Haylor Freyer & Coon, Inc. at (866)-535-0456.

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

Learning Services

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

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

Library

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

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

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

Online and Extended Studies

The School of Online and Extended Studies (OES) offers support services, student success initiatives, and innovation for Utica College's suite of online and non-traditional programs. The

mission of OES is to provide Utica College students, faculty, and staff with a broad range of services, and help lead the way for future development in both the online and non-traditional learning space. They can be reached at (315) 792-3001 or online at www.utica.edu/oes.

Student Living & College Engagement

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

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

Student Success

Utica College is committed to fostering student success by offering confidential, goal oriented counseling services, and Student Success staff members are trained to help students address a variety of academic concerns.

For more information, please visit www.utica.edu/student/development/success/

Student Wellness Center

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

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

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

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

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

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

Proof of Immunization

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

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

Utica College Alumni Society

Graduates of Utica College automatically become members of the Utica College Alumni Society upon graduation. The Alumni Society is represented by an elected body called the Utica College Alumni Council (UCAC). The alumni members of the UCAC have distinguished themselves through their professional or community work and their service to Utica College. With the assistance of the UCAC, Alumni Relations coordinates services and activities for alumni and students, including alumni regional events, volunteer opportunities, the annual fall Homecoming events, and the various alumni awards. Other volunteer opportunities in which graduates may become involved include assisting Admissions, career and networking events, being mentors to students, and the Annual Fund campaign. *Utica*, Utica College's alumni magazine, is sent to all alumni to keep them informed about the Utica College community. Alumni Relations is located in Champlin House.

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

Academic Policies and Procedures

Absences

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

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

Academic Appeals

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

Academic Freedom

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

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

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

Academic Program, Change of

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

Academic Progress

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

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

Academic Expectations

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

Academic Standing Levels

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

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

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

Financial Aid Standing (FAS) - For the purposes of financial aid, students with a cumulative GPA below a 2.0 are considered to not be in good standing which may affect eligibility for financial aid.

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

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

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

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

Academic Probation and Dismissal

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

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

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

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

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

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

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

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

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

SECOND CHANCE POLICY

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

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

Additional Degrees

Graduate Certificates and Master's Programs

Students may complete both a graduate certificate program and a master's degree program concurrently or consecutively.

In the case where students are taking both a graduate certificate program and a master's degree concurrently, courses that are required by both programs, together with their credit hours and earned grades, will be applied to both programs. There is no limit to the number of courses or credits that may satisfy the requirements for both programs, but the courses must be identical and not require an Alternative Degree Requirement (ADR).

In the case where students have completed a graduate level certificate program at Utica College and are subsequently accepted into a Utica College master's degree program that requires one or more of the courses that have been taken to satisfy the certificate requirements, those courses, credit hours, and earned grades will be applied to the subsequent program. There is no limit to the number of courses or credits that may satisfy the requirements for both programs, but the courses must be identical and not require an Alternative Degree Requirement (ADR).

Second Master's Degree

Students may not be enrolled in more than one master's level program simultaneously. Students who have completed a master's degree program at Utica College and who are accepted into an additional master's level program may use courses from the completed master's to satisfy the content and credit requirements of the subsequent program, with the following stipulations:

1. Courses transferred in to a subsequent master's level program must originally have been taken at Utica College and not transferred in from another college or institution.
2. The courses must be identical and not require an Alternative Degree Requirement (ADR).

3. The original course must have earned a grade of B or higher.
4. Courses transferred in to the subsequent program will be noted as transfer courses.
5. Courses that have been used in a previous program will be excluded from the calculation of the subsequent program's GPA.
6. At least 33% of the credits applied to the subsequent master's must be unique and not have been applied to any previous graduate level program.
7. The culminating academic experience must be unique to the subsequent master's and may not be transferred from any other program or institution.

Advising

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

Animal Subjects in Research

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

Athletic Eligibility

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

Varsity athletics at Utica College is an activity open to full-time, on-ground, undergraduate students and to full-time, online and on-ground, graduate students.

Auditing

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

Clinical Education Experience

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

Code of Student Conduct

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

Complaint Procedure

See Grievance Procedure.

Confidentiality for Student Employees

See Student Employees.

Confidential Thesis or Capstone Projects

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

Continuous Enrollment

Graduate students at Utica College must be:

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

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

Copyrighted Material and Unauthorized Peer-to-Peer File Sharing

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

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

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

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

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

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

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

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

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

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

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

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

Utica College additionally takes its obligations pursuant to the Digital Millennium Copyright Act (DMCA) very seriously. If Utica College receives a notice concerning a possible infringement, the DMCA requires Utica College to take certain steps to ensure illegal file sharing or other copyright violations occurring on the Utica College network

have been stopped. If Utica College receives such a notice about the copyright-infringement material in your possession, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

Course Cancellation

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

Course Numbering

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

Credit Hours

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

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

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

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

Culminating Academic Experience Requirements

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

At Utica College, individual graduate programs have program-specific research requirements. For complete information and requirements, students should obtain additional information from the program in which they are matriculated. See the Office of Graduate Studies Web site at www.utica.edu/ogs for the current Culminating Academic Experience options with broad definitions and the procedures for each. A culminating academic experience must be unique to the program the student is enrolled in and may not be transferred from any other program or institution.

Curriculum Changes

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

Deferred Entry

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

Dismissal

See Academic Warning, Probation, and Dismissal.

E-mail

All students, staff, and faculty are issued an official UC e-mail account and are required to use it for official communication with UC students, staff, and faculty. Your UC e-mail account is the primary official channel through which the College will communicate with you, therefore you must check your account regularly. Information on using your UC e-mail account can be found at www.utica.edu/helpsheets.

Experience Credit

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

Family Educational Rights and Privacy Act

See Student Records.

Field Experience

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

Financial Changes

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

Forms

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

Grade Changes

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

Grade Point Average

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

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

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

Grading Scale

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

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

Grading System

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

A grade of I (Incomplete) may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. Illness or exceptional circumstances are the usual bases for consideration. A grade of Incomplete must be agreed upon by both the student and the instructor and should include the completion of an Incomplete Contract Form. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted, but the default time frame is six weeks from the latest final grades due date of a given semester. Even though an instructor may require a student to repeat certain elements of a course to finish an

Incomplete, students should not register for the course a second time. However, the student must remain enrolled in either another credit-bearing course or in 997/998 Continuous Student Enrollment (see Continuous Enrollment). Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript with the final grade being attached to it (e.g., IA, IB). Grades of Incomplete may affect student financial aid; contact the Office of Student Financial Services for more information.

Graduate Level Courses Taken By Undergraduate Students and Applied to Graduate Programs

Graduate level courses taken as an undergraduate while at UC in order to meet undergraduate program requirements, including total credits required for graduation, will count towards meeting the course and credit requirements of a UC graduate program, subject to the following conditions:

1. The student has earned a grade of B or better.
2. The grade earned in the graduate level courses taken at the undergraduate level will not be factored in to the graduate level GPA.
3. The course meets the graduate level program requirements without requiring substitution permission (Alternative Degree Requirements).
4. Permission for any 600-level course taken at the undergraduate level must be obtained from the student's adviser and the director of the program offering the course.
5. A maximum of 6 credits of 600-level courses may be taken by an undergraduate student.

Graduation Approval

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

To be approved for graduation, a student must:

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

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

Student Complaint Process

Any student who has been treated unfairly will have the right to be heard fairly and promptly. The college recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever

possible. If resolution cannot be reached, a formal complaint can be submitted to assure impartial and equitable resolution.

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

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

Human Subjects in Research

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

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

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

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

Inactive Students

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

Incomplete (I) Grade

See Grading System

Independent Study or Project

An independent study or project is endorsed at the graduate level when it contributes significantly to the student's overall objectives and satisfies the graduate academic standards of Utica College. An independent study or project may only be undertaken beyond subject matter covered by the courses listed in the catalog. Graduate students undertaking an independent study or project must be matriculated and have at least a 3.0 cumulative grade point average. No more

than a total of six credit hours of independent study and project may count as credit toward a graduate degree. All independent studies and projects must have the written approval of the instructor, the student's graduate program director, and the school dean before the student registers for or begins the independent study or project. Tuition for an independent study or project is the per-credit rate for the appropriate program.

Intellectual Honesty

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

Intellectual Rights

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

Leave of Absence

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree (see Academic Progress). For details regarding Medical Leaves of Absence, please refer to the Registrar's Office website.

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

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

Leave, Medical

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

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

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

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

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

Confidentiality of Medical Information:

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

Leave, Military-Related

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

Mr. Timothy R. Ecklund, Assistant Vice President for Student Affairs and Dean of Students and Campus Life (315-792.3100), Mr. Craig Dewan, Registrar (315-792-3393), Mr. Austin D. Givens, Assistant Professor of Cybersecurity (315-792-3753),

Utica College policy for military-related withdrawal:

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

Make-up Examinations

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

Matriculation

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

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

Petitions

See Grievance and Complaint Procedures.

Policy and Procedure Changes

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

Professional Behavior

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

Readmission

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

Readmission Application Past the Six-Year Limit

Students who have been absent from Utica College so long that the six-year limit for completing the degree has expired but who wish to return to the College must submit an appeal to the Dean for Graduate Students in addition to the readmission form. Graduate students readmitting and changing their program will have the six year limit clock reset for the new program.

Refund Policy

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

Repeating a Course

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

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

Residencies

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

Residency

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

Schedule Changes by Student

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

Student Employees, Confidentiality for

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

Student Records, Access to and Release of

Students have the right to access and control access to their educational records as provided in the federal Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. These include the rights to

view and challenge the content of specified records, to control the release of personal and academic information to third parties, and to suppress all or some information categorized as "directory information" by legislation.

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

1. Official files containing material directly related to students are maintained in the following locations on campus.
 - a. The Office of the Registrar maintains the student's official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
 - b. The Office of Student Success maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major or is on academic probation. These copies are maintained by the director of student development.
 - c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
 - d. The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
 - e. Once a student has opened a credential file with the Office of Career Services, the office will send copies of this file to prospective employers or graduate schools at the student's request for a period of 5 years after opening their file. These files are maintained by the Office of Career Services.
 - f. The Office of Student Affairs maintains files of students who have had cases adjudicated through the College's student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.
 - g. The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
 - h. The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
 - i. Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of corporate and professional programs.
 - j. The Division of Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence and are maintained by the coordinator of research and records.
 - k. The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.
 - l. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - a. Utica College officials, faculty members, and employees - including student employees, trustees, and persons under contract to the College - who have legitimate educational interests.
 - b. Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.

- c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - d. Accrediting organizations in order to carry out their accrediting functions.
 - e. In compliance with the judicial order pursuant to any lawfully issued subpoena.
 - f. Parents of students who are dependents of their parents for income tax purposes.
3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained for a period of 6 years. Please note that the exception to this rule are student transcripts, which are kept permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.
 5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of \$1 for the first page requested and 10 cents for each additional page, with the exception of transcripts, which will be made available at a charge of \$5 per copy for a paper copy and \$4 for an electronic copy.
 6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The decision will be rendered in writing by the official conducting the hearing within a reasonable time after the conclusion of the hearing.
 7. The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home town, home address, residency status, campus or local address, telephone number, UC e-mail address, UC student ID number, date and place of birth, academic level, major field of study, weight and height of athletic team members, dates of attendance at Utica College, registration status (full- vs. part-time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially recognized activities and sports. Students who do not wish to have this information released without prior consent should notify the Office of the Registrar in writing. In the absence of such notification, directory information will be released when it is deemed appropriate by college officials.
 8. The Act permits the College to reveal the results of disciplinary proceedings against students accused of violent crimes who have been found responsible for violating the College's rules or policies. The College is also permitted to notify parents if a student younger than 21 is caught drinking or using illegal drugs.

Student Status

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

Study at Other Institutions

See Transfer Credit

Summary Dismissal

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

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

Transcripts

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

Transfer Credit

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

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

A culminating academic experience must be unique to the program the student is enrolled in and may not be transferred from any other program or institution.

Advanced Standing

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

The number of accepted transfer credits will affect the total cost and length of each program. Please refer to the Transfer Credit (Graduate)/Transfer Student Admissions (Undergrad) section for additional information. A

maximum of 90 (ninety) undergraduate credits graded B or higher from a regionally accredited institution may be applied to a Utica College undergraduate program at the time of matriculation. A maximum of six graduate credits graded B or higher from a regionally accredited institution may be applied to a Utica College graduate program at the time of matriculation.

Due to the disruption caused by COVID-19 to higher education, any otherwise transferable coursework completed during the spring 2020 terms with a grade of Pass (P), Satisfactory (S), credit (CR), or other similar mark of satisfactory completion will be accepted for transfer credit as well as admission requirements.

Waived Courses

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

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

Withdrawal

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

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

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

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

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

Withdrawal, Unofficial for Non-Attendance

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

financial aid to return to the federal government. The funds returned to the federal government for unearned financial aid will be added to the student's final bill.

A simple equation to explain the process is:

(% of term completed) x (total aid awarded) = earned aid

(Total aid awarded) - (earned aid) = unearned aid to be returned to the federal government

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

Faculty, Administrative Officers and Staff

For detailed information, please visit this link: [Directory Information](#)

Alumni Association and National Alumni Council

For detailed information, please visit this link [Alumni Council](#)

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 1974

Allen H. Nucharth

Honorary Doctor of Humane Letters

May 1985

Mstislave Rostropovich

Honorary Doctor of Letters

May 1987

Edward W. Duffy '50

Honorary Doctor of Humane Letters

May 1989

Dr. Henry DiSpirito

Honorary Doctor of Humane Letters

May 1992

Thomas J. Cahill Jr. '49

Honorary Doctor of Humane Letters

Richard Benedetto '65

Honorary Doctor of Humane Letters

May 1993

Dr. Frank Lentriccia

Honorary Doctor of Humane Letters

Walter D. Edmonds

Honorary Doctor of Humane Letters

Dr. Marilyn Jacox '51

Honorary Doctor of Science

Dr. Eleanor Z. Baker '51

Honorary Doctor of Humane Letters

May 1994

The Honorable Sherwood Boehlert '61

Honorary Doctor of Laws

Dr. Prosper Igboeli '74

Honorary Doctor of Humane Letters

May 1995

The Honorable Hugh R. Jones

Honorary Doctor of Laws

Dr. John Flagler '52

Honorary Doctor of Humane Letters

Dr. Diane Doran '78

Honorary Doctor of Science

Utica College Honorary Degrees (Conferred by Utica College Board of 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

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
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
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

HEGIS Codes

PROGRAM	Hegis Code
Business Administration	
Economic Crime and Fraud Management (Master of Business Administration) *	0599.00
Professional Accountancy (Master of Business Administration)	0502.00
General Management (Master of Business Administration)	0506.00
Cybersecurity *	2105.00
Financial Crime and Compliance Management (Master of Science) *	2105.00
Cyber policy and Risk Analysis (Master of Professional Studies)*	2105.00
Data Science (Master of Science)*	2299.00
Education	
Childhood Education (Master of Science)	0802.00
Childhood and Special Education (Master of Science)	0802.00
Adolescence Education (Master of Science)	0803.00
Adolescence Education (Master of Science) Dual Degree Program with BA in History (see undergraduate catalog)	8303.00
Adolescence and Students with Disabilities, Grade 7-12 Generalist (Master of Science)	0803.00
Students with Disabilities, Grade 7-12 Generalist (Master of Science)	0808.00
Special Education Teacher Certification (Master of Science)	0808.00
Leadership and Instruction for Inclusive Classrooms (Master of Science in Education)	0801.00
Educational Leadership and Administration (Master of Science) *	0828.00
Educational Leadership and Administration Non-Certification (Master of Science) *	
Certificate of Advanced Study: School Building Leader (CAS) *	0828.00
Certificate of Advanced Study: School District Leader (CAS) *	0827.00
Health Care Administration (Master of Health Administration) *	1202.00
Liberal Studies (Master of Science) *	4901.00
Occupational Therapy (Master of Science)	1208.00
Physical Therapy	
Entry Level Doctor of Physical Therapy	1212.00
Post-Professional Transitional Doctor of Physical Therapy *	1212.00

*Online Program