



FLORIDA CATALOG

SUMMER 2023 - SPRING 2024

Table of Contents

<u>Mission Statement</u>	
<u>Charter, Accreditation, and Licensure</u>	3
<u>Programs of Study</u>	5
<u>Course Descriptions</u>	9
<u>Admission to Utica University</u>	111
<u>Admission Requirements</u>	112
<u>Financial Aid</u>	115
<u>Refund Policies</u>	129
<u>Tuition and Expenses</u>	131
<u>Student Life</u>	139
<u>Academic Policies and Procedures</u>	140
<u>Academic Calendars</u>	162
<u>Administrative Officers and Staff</u>	173
<u>Faculty</u>	177
<u>Board of Trustees</u>	
<u>HEGIS Codes</u>	

About Utica University

Mission Statement

We empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

Values

Our mission rests upon a foundation of values that guide our decisions and actions:

- Individual attention
- Intellectual growth, creativity, and scholarship in the pursuit of knowledge
- Innovative and relevant approaches to teaching and learning
- Diversity of perspective, background, and experience in an equitable, respectful, and inclusive environment
- Freedom of expression and civil discourse
- Community engagement and service
- Ethical behavior and integrity
- Continuous pursuit of excellence

Vision

We will focus our innovative energy on inspiring learners to create a future beyond their imagining.

Our Academic Promise

The foundation for Utica University's entire undergraduate academic program is a commitment to liberal education integrated with professional study. At Utica, you gain practical, career-focused knowledge and experiences while developing the intellectual skills you need to succeed, not only in your career but throughout your life as a flourishing individual and responsible citizen.

Institutional Learning Goals

- Students will develop abilities foundational to a liberal arts education and professional study.
- Students will explore multiple disciplinary perspectives to understand the world.

Utica University's faculty have developed ways to assess how well students have mastered the five skills. Our commitment to students is that they will have made significant and measurable progress towards mastering these skills by the time they graduate.

Charter and Accreditation

The University is chartered by the Regents of The University of the State of New York under its corporate name, Utica University, and also is mentioned in Syracuse University's charter. Utica University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, (267) 284-5011, www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Copies of accreditation reports are on file in the offices of the president and the provost and vice president for academic affairs.

The Utica University Board of Trustees sets policy for the institution and serves as the institution's legal owner and final authority.

Utica University is licensed by the Commission for Independent Education, Florida Department of Education, License No. 4919 (St. Petersburg) and 5896 (Miramar). Utica University Incorporated is registered with the Florida Department of State, Division of Corporations, to do business in Florida as a non-profit corporation. 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 University President, Dr. Laura Casamento, is the administrator of all Utica University campuses. Students will be notified of any administrative changes.

Non-discrimination Policy

Utica University 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 University programs, services, and activities.

The 504 ADA Compliance Officer for Utica University is Lisa Green, Vice President for Human Resources and Personnel Development (315) 792-3276.

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

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

Deputy Title IX Coordinator for Students: Alane Varga, Dean for Diversity (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 University has designated several Military/Veterans Liaisons to direct the University'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 University Florida Catalog will be updated each Summer. The official publication date of this catalog is June 2023. It is the student's responsibility to know and follow current requirements and procedures at the department, school, and University levels.

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

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

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About our Florida Facilities

Utica University's St. Petersburg campus is headquartered at 9400 4th Street North, St. Petersburg, FL 33702, (727) 475-6808. The St. Petersburg facility is designed as a training facility for nursing students. The St. Petersburg facility houses all teaching and learning facilities serving 200-300 students and a full-time staff of six to eight. This facility is approximately 12,000 sq. ft., housing two large classrooms, which double as computer laboratories, two large clinical skills laboratories, several smaller training rooms, general meeting areas, a student lounge, and administrative offices. The space, including the expansion space, is in the process of being fully renovated to accommodate the additional students and program expansion beyond nursing. The clinical laboratory spaces are modeled after the main-campus nursing laboratory.

Utica University's Miramar campus is headquartered at 3601 Southwest 160th Ave., Miramar, FL 33027, (754) 206-6048. The Miramar facility is designed as a training facility for nursing students. This facility houses all teaching and learning facilities serving 200-300 students and a full-time staff of six to eight. This facility is over 11,000 sq. ft., housing two large classrooms, which double as computer laboratories, and two large clinical skills laboratories, several smaller training rooms, general meeting areas, a student lounge, and administrative offices.

Programs of Study

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

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

See “Joint Health Professions Programs” for Medicine, Dentistry, Optometry, Podiatry, Osteopathic Medicine, and Chiropractic.

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

Business Administration (B.B.A.) - Hegis Code 0506.00

(Bachelor of Business Administration Degree)

The B.B.A. in Business Administration degree prepares graduates for competent and responsible participation in business and society. This program offers a variety of contemporary business courses intended to provide a well-rounded foundation in the various aspects of operating a business in today's competitive business climate. The courses provide students with the knowledge needed to adapt to the complex and constantly changing business environment. Areas of study include foundational business concepts and high-demand specialized business content such as, the globalization of our economy, advances in technology, leadership, and data analysis and management. The program is ideal for working adult students who hold an Associate of Arts (A.A.) or an Associate of Science (A.S.) though this is not required for admission.

Learning Objectives

Graduates from this program will be able to:

- Understand the structure of an organization and processes for managing them.
- Identify and interpret legal and ethical issues in the global business environment.
- Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
- Solve business and organizational problems using analytical and critical thinking skills.
- Apply rudimentary concepts from the management of technology discipline to people, process and technology management challenges in a modern organization.
- Recognize the impact of the global and multicultural environment in managing a business.
- Employ oral communication skills to influence a professional audience.
- Demonstrate proficiency in written communications across multiple platforms and purposes.

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CSC 117 - Microcomputers and Application Software (3)

- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- POL 161 - Introduction to International Politics (3)
- SOC 151 - Introduction to Sociology (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

46 credits

Business Requirements

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- BUL 301 - The Legal Environment of Business (3)
- BUS 123 - Data Application for Business (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

42 Credit Hours

Includes 12 credits in L.A. (ECN 131, ECN 141, ECN 241 and MAT 143)

Business Administration Electives

Take 18 credit hours at 300, 400 or 500* level from the following. Students must have at least 90 credits and program director permission to take any 500 level course. Additional appropriate electives may be used with the permission and approval of the program director.

- CRJ 307 - Homeland Security and Counter Terrorism (3)
 - CRJ 335 - Cybercrime Law and Investigations (3)
 - CYB 233 - Information Security (3)
 - FCM 343 - Law of Financial Crime (3)
 - SOC 563 - Complex Organizations (3)
 - or any ACC, BUS, ECN, FIN, HCA, MGT, MKT, or RMI course at the 300 level or higher**.
- **Students must have at least 90 credits and program director permission to take any 500 level course.

18 credits

Program Credits

General Education	46 Credits
Business Requirements	42 Credits
Business Administration Electives	18 credits
College Electives	5-26 Credits

Total Credit Hours Required For Degree 121 Credits

Criminal Intelligence Analysis (B.S.) - Hegis Code 2105.00 (No longer admitting students - being taught out)

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

Total credit hours required for degree: 121

Learning Objectives

Successful graduates from this program will be able to:

- Chart the history and context of crime analysis within the field of criminal justice, including how crime analysis is linked to criminal justice operations and which agencies are involved in the U.S. intelligence community.
- Apply criminological theories to the explanation and prediction of past, present, and potential future criminal activity.
- Identify and locate relevant and credible information using multiple collection platforms: human, signals, geospatial, financial, measurement and signatures, and open-source.
- Manipulate and analyze data using multiple collection platforms and a variety of quantitative and qualitative approaches for tactical, strategic, operational, and administrative purposes.
- Distinguish between and critically evaluate defensive and offensive counterintelligence tactics for protecting information and intelligence.
- Outline and describe strategies for intelligence management, particularly how to organize and process information and how to store intelligence.
- Enumerate and discuss relevant ethical and legal regulations pertaining to the use of information and intelligence in criminal justice contexts.

- Produce accurate, clear, and concise intelligence written and oral reports that recommend actionable steps based on collection and analysis of relevant information.

Academic Requirements

See Core section of this catalog.

General Education

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 107 - Excursions in Mathematics (3)
- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- SOC 151 - Introduction to Sociology (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

46 credits

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 212 - Policing Theory and Practice (3)
- CRJ 222 - Criminal Justice Communications (3)
- CYB 228 - Cyber Technology for Criminal Justice (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 314 - Modern Techniques in Crime Investigation (3)
- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CYB 355 - Digital Forensics I (3)
- CRJ 358 - Introduction to Intelligence Studies (3)
- CRJ 373 - Data Intelligence (3)
- CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)
- CRJ 382 - Administrative Issues in Criminal Justice (3)
- CRJ 461 - Proseminar in Justice Studies (3)

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

58 Credit Hours

Major-Related Requirements

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

3 Credit Hours

Electives

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

Program Credits

Core	34-55 Credits
Major Course Requirements	58 Credits
Major Related Course Requirements	3 Credits
College Electives	5-29
Total Credit Hours Required For Degree	121 Credits

Criminal Justice (B.S.) - Hegis Code 2105.00

(Bachelor of Science Degree)

Criminal justice is the study of crime, its causes, and its effects on society. It is concerned with preventing and deterring criminal behavior, rehabilitating the offender, and providing a system where justice and rights are served. Graduates of the program have opportunities in a variety of criminal justice fields including policing, law, probation, juvenile services, private security, public administration/planning, counseling, research, and regulatory enforcement.

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

Learning Objectives

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

- Integrate key criminal justice and criminological concepts, processes, and issues, including landmark cases, technology, data, and skills within reality-based criminal justice scenarios.
- Demonstrate competence, professionalism, and ethics with regard to diversity in the criminal justice system and the communities it serves.
- Evaluate theory, data, and other evidence to inform criminal justice policy and practice.
- Communicate effectively, both orally and in writing, about crime and the criminal justice system, demonstrating critical thinking and statistical literacy.

Special Requirements

Students in criminal justice are required to achieve a cumulative grade point average of at least 2.5 (on a 4.0 scale) across major and major-related courses

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 107 - Excursions in Mathematics (3)
- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

43 credits

Major Course Requirements

- CRJ 101 - Seminar in Justice Studies (1)
- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 222 - Criminal Justice Communications (3)
- CRJ 274 - Theory- and Evidence-based Crime Policy (3)
- CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)
- CRJ 382 - Administrative Issues in Criminal Justice (3)
- CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)
- CRJ 461 - Proseminar in Justice Studies (3)

Select four:

- CRJ 212 - Policing Theory and Practice (3)
- CRJ 221 - Issues in Juvenile Justice (3)
- CRJ 224 - Corrections Theory and Practice (3)
- FCM 232 - Financial Crime Theory (3)
- CRJ 235 - Courts Theory and Practice (3)
- CRJ 250 - Community Corrections and Sentencing Alternatives (3)
- CRJ 305 - Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 311 - Emergency Management (3)
- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 321 - White-collar Criminology (3)
- CRJ 324 - Violence in the Workplace (3)
- CRJ 351 - International Criminal Justice: Issues and Comparisons (3)

Select three:

- CRJ 314 - Modern Techniques in Crime Investigation (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- FCM 334 - Financial Crime Investigation (3)
- FCM 347 - Fraud Prevention and Detection Technologies (3)

Select one:

- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CRJ 358 - Introduction to Intelligence Studies (3)
- CRJ 373 - Data Intelligence (3)

Select one:

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

Select one:

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

55 Credit Hours

Major-Related Course Requirements

- MAT 112 - Basic Statistics (3)
- Select one:**
 - CYB 228 - Cyber Technology for Criminal Justice (3)
 - CYB 107 - Computer Hardware and Peripherals (3)
 - CSC 217 - Computer Programming for Business Applications (3)

6 Credit Hours

Electives

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

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	55 Credits
Major Related Course Requirements	6 Credits
College Electives	0-19 Credits
Total Credit Hours Required For Degree	120

Cybersecurity (B.S.) - Hegis Code 2105.00

(Bachelor of Science Degree)

Cybersecurity is essential to the confidentiality, integrity, and availability of defending and protecting computers. Utica University students explore innovative techniques to protect, prevent, and investigate cyber-attacks, including detection and remediation methods. In the Utica University Cybersecurity program, our students learn how to secure an organization's data and intellectual property from both an attack and defense perspective. Through experiential learning and real-world simulated exercises, students leave the program with industry-recognized certifications and micro-credentials.

The National Security Agency (NSA) designated our Cybersecurity program as a National Security Agency (NSA) Center of Academic Excellence in Cyber Defense. In addition, the U.S. Department of Defense (DoD) Cyber Crime Center (DC3) designated the University's Digital Forensics and Incident Response specialization as one of fifteen colleges or universities in the country to earn the coveted title of a National Center of Digital Forensics Academic Excellence (CDFAE).

There is also an online master's program in Cybersecurity. For more information on the master's program, consult the Utica University graduate catalog.

Learning Objectives

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

- Synthesize and apply the core tenets of cybersecurity --confidentiality, integrity, and availability-- to address contemporary information security problems.
- Demonstrate critical thinking, research and writing skills related to cybersecurity.
- Discuss technical, legal, ethical, social, and cultural aspects of cybersecurity.
- Investigate cybercrimes and intrusions in information technology systems.
- Develop the technical proficiencies required to protect and defend computer network architectures, information systems, and applications.

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

- Cybercrime and Fraud Investigation
- Cyber Operations
- Digital Forensics and Incident Response

Special Requirements

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

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 107 - Excursions in Mathematics (3)

- MUS 115 - Introduction to Music (3)
- SOC 151 - Introduction to Sociology (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

43 credits

Major Course Requirements (27 credit hours)

- CYB 101 - Introduction Into Cybersecurity (3)
- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 125 - Programming for Cybersecurity (3)
- CYB 205 - Software Foundations for Cybersecurity (3)
- CYB 233 - Information Security (3)
- CYB 237 - Network Security (3)
- CYB 331 - Cloud Security (3)
- CYB 348 - Information Assurance Risk and Compliance (3)
- CYB 362 - Information System Threats, Attacks, and Defense (3)

Professional Development (6-9 credit hours)

- CRJ 461 - Proseminar in Justice Studies (3)
- CRJ 470 - Criminal Justice - Internship (3 to 6) **
or
- CRJ 475 - Senior Project (3) **

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

Major-Related Course Requirements (15 credits)

- PHI 108 - Professional Ethics (3)
- MAT 112 - Basic Statistics (3)
- BUS 123 - Data Application for Business (3)
- MAT 147 - Mathematics for Cyber Security (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
or
- POL 341 - Jurisprudence of the Criminal Law (3)

Major Specializations (12 credits)

Cybercrime and Fraud Investigation

- CYB 355 - Digital Forensics I (3)

- FCM 232 - Financial Crime Theory (3)
- FCM 347 - Fraud Prevention and Detection Technologies (3)
- FCM 354 - Payment Systems and Fraud (3)

Cyber Operations

- CYB 339 - Cyber Operations Tools (3)
- CYB 438 - System Vulnerability Assessment (3)
- CYB 439 - Malware Analysis (3)
- CYB 445 - Incident Response and Forensic Investigations (3)

Digital Forensics and Incident Response

- CYB 355 - Digital Forensics I (3)
- CYB 356 - Digital Forensics II (3)
- CYB 445 - Incident Response and Forensic Investigations (3)
- CYB 457 - Network Forensics (3)

Electives

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

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	27 Credits
Professional Development	6-9 Credits
Major Related Course Requirements	15 Credits
Specialization	12 Credits
College Electives	2-26 Credits
Total Credit Hours Required For Degree	120 Credits

Fraud and Financial Crime Investigation (B.S.) - Hegis Code 2105.00

(Bachelor of Science Degree)

The mission of the Financial Crime program is to educate our students in the theoretical approaches and the practical application of tools and techniques to manage and combat financial crime.

Financial crimes are a major and costly societal problem in America. Presently there are few individuals who have the skills to prevent, detect, or investigate this growing criminal behavior in the private and public sector. This major is designed to prepare practitioners to prevent, detect and investigate internal and external fraud, money laundering and threats to the global payment networks

Learning Objectives

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

- Describe criminology theories that explain the causation of financial crime.
- Analyze money laundering and threat financing in financial services and public and private organizations.
- Evaluate the impact of global crime and corruption as it applies to fraud examination. Employ technology to detect, prevent and investigate financial crimes in internal and external scenarios.
- Recognize situations and activities that may violate applicable laws and regulations.
- Evaluate the implications of diverse cultural, legal, and regulatory frameworks in crime and corruption in the context of financial investigations.

Special Requirements

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

Academic Requirements

General Education

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- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 107 - Excursions in Mathematics (3)

- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- SOC 151 - Introduction to Sociology (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

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

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

25 Credit Hours

Note:

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

Major-Related Requirements

- ACC 201 - Financial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- MAT 112 - Basic Statistics (3)
- POL 341 - Jurisprudence of the Criminal Law (3)
- SOC 274 - Criminology (3)
- SOC 376 - Criminological Research Methods (3)

18 Credit Hours

Major Concentration

Select one of the following concentrations:

Financial Investigation

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

- ACC 333 - Cost Management (3)
- or**
- ACC 411 - Auditing (3)

18 Credit Hours

Fraud Prevention and Detection

- FCM 347 - Fraud Prevention and Detection Technologies (3)
- FCM 353 - Fraud Prevention Techniques (3)
- FCM 354 - Payment Systems and Fraud (3)
- FCM 365 - Money Laundering and Threat Financing (3)
- FCM 444 - Fraud and Compliance Operations (3)

Concentration Elective: Select one of the following:

- CRJ 313 - Corruption and Organized Crime (3)
- CRJ 314 - Modern Techniques in Crime Investigation (3)
- ECN 343 - Money and Banking (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- PHI 108 - Professional Ethics (3)

18 Credit Hours

Electives

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

Note:

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

Program Credits

General Education	46 Credits
Major Course Requirements	25 Credits
Major Related Course Requirements	18 Credits

Concentration	18 Credits
College Electives	13 Credits
Total Credit Hours Required For Degree	120 Credits

Health Sciences (B.S.) - Hegis Code 1299.00

(Bachelor of Science Degree)

The major in health sciences is designed for students who plan to enter the health or health-related professions. Majors include students planning graduate work in a health or health-related field, students who plan to seek employment in the healthcare field upon graduation, and students interested in exploring health issues in the context of a liberal arts background. This degree does not lead to a professional credential or prepare for licensure.

Learning Objectives

Graduates will:

- Demonstrate knowledge and preparedness for well-rounded and diverse roles in varied HealthCare fields.
- Communicate ethically and responsibly with diverse disciplines in the healthcare field.
- Apply the concepts of health and wellness as they pertain to individuals with and without medical conditions.
- Interpret quantitative and qualitative research to foster critical thinking and inform evidence-based practice.

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CMM 101 - Interpersonal Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- HIS 165 - Europe and the World (3)
- MAT 107 - Excursions in Mathematics (3)
- MUS 115 - Introduction to Music (3)
- POL 101 - Introduction to Politics and American Government (3)
- SPA 101 - Beginning Spanish I (3)

- SPA 102 - Beginning Spanish II (3)

36 Credit Hours

Major Course Requirements

(Courses designated by * in list below are included in Core.)

Sciences: (16 credits)

- BIO 105 - Fundamentals of Biology (0, 4) *
- BIO 131 - Online Anatomy and Physiology I (0, 4)
- BIO 132 - Online Anatomy and Physiology II (0, 4)
- CHE 118 - Chemistry for Nursing Professionals (0, 4)

HLS required: (21 credits)

- HLS 103 - Introduction to Health and Health Related Professions (3)
- HLS 245 - Human Development Across the Life Span (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 309 - Medical Conditions and Implications (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 401 - Senior Seminar (3)
- HLS 445 - Clinical Research (3) *

Others: (25 credits)

- PSY 101 - Introduction to Psychology (3) *
- SOC 151 - Introduction to Sociology (3) *
- MAT 112 - Basic Statistics (3) *
- PHI 108 - Professional Ethics (3) *
- BIO 214 - Biology of Aging (3)
- MGT 103 - Introduction to the Business of Health Care (3)

- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
or
- PSY 372 - The Counseling and Interviewing Process (3)
or
- PSY 361 - Psychopathology (3)

- ANT 415 - Cultures, Health, & Healing (3) *
- IPE 102 - Introduction to Interprofessional Education (1)

Electives: (9 credits)

Select 3 of the following

- Any HLS, PSY, SOC, CHE, PHY or BIO courses.

Minor: (15-21 credits)

- Healthcare Advocacy and Navigation (Minor) (default minor if no other minors picked)
- Entrepreneurship (Minor)
- Management (Minor)
- Risk Management and Insurance (Minor)
- Fraud and Financial Crime Investigation (Minor)
- Aging Studies (Minor)

Program Credits

General Education	36 Credits
Major Course Requirements	71 Credits
Minor	15-21 Credits

Total Credit Hours Required For Degree 122 Credits (based on the selected minor)

Nursing - Accelerated Second Degree in Nursing (B.S.) - Hegis Code 1203.00

(Bachelor of Science Degree)

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

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

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

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

Utica University Incorporated is registered with the Florida Department of State, Division of Corporations, to do business in Florida as a non-profit corporation. Utica University 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 University 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 University from another institution, or transferred from Utica University to another institution, is solely at the discretion of the accepting institution; no guarantee of transfer is made or implied by Utica University.

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

The program is an online program with hands-on clinical and skills lab instruction. Didactic courses include interactive exercises that can be finished at a student's convenience. The Canvas learning management system allows for primarily asynchronous delivery of the curriculum, with additional features to allow for synchronous communication between staff, faculty, and students. A new-student orientation is delivered at the start of the first semester and includes a training session on using the learning management system. For didactic courses, students are assessed through multiple modalities including proctored exams, presentations, and written coursework. Students are assessed and evaluated separately for lab and clinical activities by expert instructors on-site and in the clinical setting.

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

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

Learning Objectives

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

ABSN - Special Requirement

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

The student must:

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

Retention Criteria

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

Rules and Regulations Pertaining to Clinical Experiences

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

1. **All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.**
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. **The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:**
 - a. Coming to clinical under the influence of alcohol or illegal drugs.
 - b. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.
7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:

- a. Error in medication administration.
- b. Administration of a medication without having knowledge of the drug.
- c. Inaccurate recording or failure to record medication administration.
- d. Error in administration of intravenous fluids.
- e. Failure to report changes in patient's condition.
- f. Failure to seek supervision when necessary.
- g. Failure to report and document nursing care.
- h. Compromising patient care by inadequate preparation for clinical experience.
- i. Breach of confidentiality.
- j. Neglecting personal safety.
- k. Creating or causing personal safety hazards.
- l. Sleeping in the clinical area.

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

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

Academic Requirements

Core/General Education: 34-55 Credit Hours

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

Transfer Credits: 31 - 65 Credit Hours

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

Major Course Requirements

(Pre-Licensure Baccalaureate)

- NUR 311 - Socialization to Professional Nursing (3)
- NUR 321 - Foundations for Nursing Care (0 to 4) (4 credits required)
- NUR 326 - Health Assessment (0 to 3) (3 credits required)
- NUR 346 - Care of Populations and Communities (1 to 2) (3 credits required)
- NUR 332 - Pathophysiology (3)
- NUR 312 - Leadership and Informatics in Professional Nursing (3)
- NUR 371 - Medical/Surgical Nursing Care I (0 to 5) (5 credits required)
- NUR 365 - Care of the Obstetric Population (0 to 3) (3 credits required)
- NUR 366 - Care of the Aging Population (0 to 3) (3 credits required)

- NUR 333 - Pharmacology (3)
- NUR 411 - Health Policy Management in Professional Nursing (2)
- NUR 421 - Medical/ Surgical Nursing Care II (2) (4 credits required)
- NUR 423 - Senior Nursing Care Seminar Lab I (1)
- NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3) (3 credits required)
- NUR 445 - Introduction to Research Methods and Design (3)
- NUR 446 - Care of the Pediatric Population (0 to 3) (3 credits required)
- NUR 412 - Trends in Professional Nursing (2, 3) (5 credits required)
- NUR 465 - End-of-Life and Palliative Care Practice (2)
- NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3) (5 credits required)
- NUR 473 - Senior Nursing Care Seminar Lab II (1)

62 Credit Hours

Major Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
or
- BIO 131 - Online Anatomy and Physiology I (0, 4)

- BIO 102 - Anatomy & Physiology II (0, 4)
or
- BIO 132 - Online Anatomy and Physiology II (0, 4)

- BIO 203 - Microbiology (0, 4)
or
- BIO 204 - Basic Microbiology for Health Care Professionals (0, 4)

- CHE 118 - Chemistry for Nursing Professionals (0, 4)
or
- CHE 211 - General Chemistry I (0,4)

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

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

22 Credit Hours

Program Credits

Core/General Education

34-55 Credits

Major Course Requirements	62 Credits
Major Related Course Requirements	22 Credits
Total Credit Hours Required For Degree	127 Credits

Nursing - Direct Entry Master of Science

The Direct Entry MSN (DEMSN) prepares second degree graduates for licensure as Registered Professional Nurses and prepares students to choose a path to a second specialty master's degree or advanced certificate.

Admission Requirements

Institutional Requirements:

All applicants to graduate programs at Utica College must have a baccalaureate degree from an accredited institution and must complete the appropriate application forms. For students whose native language is not English a minimum IELTS score of 6.5 or a TOEFL score of 550 on the paper-based examination; a minimum TOEFL score of 213 on the computer-based examination; 79 on the internet-based examination (minimum of 25 on the speaking portion) is required. 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.

Program-Specific Requirements:

1. Baccalaureate degree in a discipline outside of nursing
2. Cumulative GPA of 3.0 or higher and a GPA of 3.2 or higher across the science courses listed below
3. A grade of B or higher in each prerequisite course
4. A statement of 500 words: The statement of interest must include well-constructed responses to the following:
 - Describe how your life experiences have prepared you for future education in the role which is the focus of your desired track.
 - Describe your plans to alter your work, professional and /or personal obligations in order to have the time needed to successfully complete courses and clinical work.
 - Identify one significant contemporary issue/problem in the current US healthcare system and discuss how members of the nursing discipline can help address/solve the issue/problem.

Required prerequisite courses (must be completed within the past 6 years):

Science Courses:

- Human Anatomy & Physiology I with Lab (4 credits)

- Human Anatomy & Physiology II with Lab (4 credits)
- Chemistry with Lab (4 credits)
- Microbiology with Lab (4 credits)

Other Courses:

- Statistics (3 credits)
- Developmental Psychology (Human Development Across the Lifespan) (3 credits)

Graduates from this program will be able to:

1. Integrate the arts and sciences with nursing science to inform clinical judgement and personal and professional development in advanced generalist nursing practice.
2. Facilitate safe, evidence-based, ethical, and compassionate person-centered patient care to achieve quality health outcomes with diverse patients, situations, settings, and communities.
3. Engage in intra and interprofessional collaboration, critical reflection, and innovation to promote lifelong learning, continual improvement, and inform policy.
4. Demonstrate knowledge of current information and health care technologies and their application to advanced generalist practice.

Rules and Regulations Pertaining to DEMSN Clinical Experiences

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

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct. **The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:**

1. Coming to clinical under the influence of alcohol or illegal drugs.
2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.

7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:

1. Error in medication administration.
2. Administration of a medication without having knowledge of the drug.
3. Inaccurate recording or failure to record medication administration.
4. Error in administration of intravenous fluids.
5. Failure to report changes in patient's condition.
6. Failure to seek supervision when necessary.
7. Failure to report and document nursing care.
8. Compromising patient care by inadequate preparation for clinical experience.
9. Breach of confidentiality.
10. Neglecting personal safety.
11. Creating or causing personal safety hazards.
12. Sleeping in the clinical area.

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

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

Major Course Requirements

- IPE 504 - Interprofessional Practice and Leadership (1)
- IPE 505 - Interprofessional Educational Experience (0-1)
- NUR 311 - Socialization to Professional Nursing (3)
- NUR 321 - Foundations for Nursing Care (0 to 4)
- NUR 346 - Care of Populations and Communities (1 to 2)
- NUR 365 - Care of the Obstetric Population (0 to 3)
- NUR 366 - Care of the Aging Population (0 to 3)
- NUR 371 - Medical/Surgical Nursing Care I (0 to 5)
- NUR 421 - Medical/ Surgical Nursing Care II (2)
- NUR 423 - Senior Nursing Care Seminar Lab I (1)
- NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3)
- NUR 446 - Care of the Pediatric Population (0 to 3)
- NUR 465 - End-of-Life and Palliative Care Practice (2)
- NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3)

- NUR 503 - Health Promotion and Equity Across Lifespan (3)
- NUR 504 - Pathophysiology for the Advanced Generalist (3)
- NUR 509 - Scholarly Inquiry and Evidence-Based Practice (3)
- NUR 512 - Leadership Development in Professional Nursing (3)
- NUR 515 - Pharmacology for the Advanced Generalist (3)
- NUR 603 - Quality Improvement & Safety in Health Care (3)
- NUR 606 - Healthcare Informatics (3)
- NUR 610 - Nursing Capstone Project Seminar (2)
- NUR 613 - Health Policy & Advocacy (2)
- NUR 620 - Nursing Capstone Project Seminar II (2)
- NUR 626 - Transition to Professional Nursing Practice (6)
- NUR 635 - Global Health, Equity, and Responsibility of the Nursing Profession (3)

81 credits

Nursing - Family Nurse Practitioner (M.S.) - HEGIS Code 1203.10

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.

Admission Requirements

All program applicants must have:

- An unencumbered RN license in the state in which you reside
- A bachelor's degree in nursing from a nationally accredited baccalaureate nursing program (CCNE, ACEN, etc.) with a GPA of 3.0 or higher (faculty review if under 3.0)
- 2000 hours of work experience in nursing (verified by your HR department) NOTE: 2,000 clock hours is roughly equivalent to 1 year of full-time work or 2 years of half-time work
- Completed a statistics course with a grade of "C" or higher. If the student has a grade between a "C" and a "B," they need to take the Stats module via Peregrine.
- A 300-level or above baccalaureate level health assessment course with a grade of "B*" or higher (must be TES equivalent to Utica University's health assessment course).
- Two letters of recommendation (a faculty recommendation preferred and/or a peer with RN or higher or a supervisor)
- A statement of 500 words or less that demonstrates effective writing ability, analytic skill, and knowledge of the advanced practice nurse's role.

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.

Graduate Nursing Grading Policy

Graduate students must maintain a minimum of an 84 weighted average on their exams- exclusive of their graded assignments to pass the course. In addition, if the 84 overall course grade cut point is not met, the grade recorded on the transcript will be the earned exam grade. Students must earn a grade of B or better in all of the core courses, and in all of the separate but linked courses (separate but linked courses cover related content in two settings: mastery of didactic knowledge in the academic setting; application of didactic knowledge to practice in clinical settings). Both separate but linked courses must be passed with a satisfactory grade (B). If a student fails either of the two courses, they must retake both courses. (If a student receives 83.5 or higher on the exam average, and/or final grade, the grade would be rounded up to 84.) Student grades .5 or higher will be rounded up to the next whole number; this grading rule applies to both final exam grades, and final grades).

This policy is specific to the following courses: NUR 612, NUR 616, NUR 621, NUR 622, NUR 625, NUR 634

Retention Criteria

A letter of academic notice will be issued to any student who receives a grade of B- and has 12 or fewer attempted credit hours. A copy of any letter of warning will go to the student's advisor but the notice will not be noted on the student's transcript.

A letter of warning will be issued to any student who earns a grade of "C" at any time.

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

- GPA of less than a 3.0 after 6 attempted credit hours
- 2 grades of C
- 1 grade of F
- 1 grade of WF

If a student receives an F or WF the student will be placed on probation and must retake the course, or an equivalent course as approved by the program chair, and earn a grade of B or better 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 and earn a grade of B or better. Failure to achieve a B on retaking the course will result in dismissal from the program. The student is allowed to retake the course only once. Once the failed course is retaken, the grade of F or WF is no longer calculated into the GPA but remains on the transcript and counts toward dismissal. If the course is not required for the program or concentration in which the student is enrolled, the student, with the permission of the program director, may decide to not repeat the course, but the grade of F will remain calculated in the GPA.

A letter of dismissal* will be issued to any student who meets one or more of the following criteria:

- GPA of below a 3.0 after 18 attempted credit hours
- 3 grades of C

- 2 grades of C and 1 grade of F
- 2 grades of F
- A grade below a B in any course in which that student previously earned an F

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

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 University.

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 warning or 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.

Major Course Requirements

- NUR 588 - Organizational Leadership & Role Development of the Advanced Practice Nurse (3)
- NUR 603 - Quality Improvement & Safety in Health Care (3)
- NUR 604 - Advanced Pathophysiology (3)
- NUR 608 - Epidemiology & Population Health (3)
- NUR 609 - Nursing Research & Evidence-Based Practice (3)
- NUR 611 - Advanced Health Assessment & Diagnostic Reasoning I (3)
- NUR 612 - Advanced Health Assessment & Diagnostic Reasoning II (2)
- NUR 613 - Health Policy & Advocacy (2)
- NUR 614 - Statistical Analysis & Scholarly Inquiry (3)
- NUR 615 - Advanced Pharmacology (3)
- NUR 616 - Advanced Pharmacology II (2)
- NUR 621 - Health Promotion & Primary Care I (5)
- NUR 622 - Health Promotion & Primary Care II (5)
- NUR 625 - Health Promotion & Primary Care III (6)
- NUR 634 - Nurse Practitioner Culminating Seminar (2)
- NUR 995 - Nurse Practitioner Skills Residency (0)

48 credits

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

Nursing Education (M.S.) - HEGIS Code 1203.10

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

42 Credit Hours

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

Nursing Leadership (M.S.) - HEGIS Code 1203.10

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 - Organizational Leadership & Role Development of the Advanced Practice Nurse (3)
- NUR 603 - Quality Improvement & Safety in Health Care (3)
- NUR 608 - Epidemiology & Population Health (3)
- NUR 609 - Nursing Research & Evidence-Based Practice (3)
- NUR 613 - Health Policy & Advocacy (2)
- NUR 614 - Statistical Analysis & Scholarly Inquiry (3)
- NUR 627 - Organizational Theory & Management (3)
- NUR 628 - Innovative Leadership in Health Care (3)
- NUR 631 - Nursing Leadership Theory & Practice I (1, 2)
- NUR 632 - Nursing Leadership Theory & Practice II (1, 2)
- NUR 633 - Health Care Finance & Budgeting (3)
- NUR 637 - Mediation, Conflict Resolution, & Negotiation (3)

35 Credit Hours

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

Respiratory Care (A.S.) - HEGIS Code 5215.00

Respiratory care practitioners care for patients with deficiencies and abnormalities of the cardiopulmonary system, like asthma, cystic fibrosis, or chronic obstructive lung disease. They work with patients of all ages and in a variety of settings, such as hospitals, rehabilitation centers, nursing homes, pulmonary function labs, and physicians' offices. This program allows students to earn an AS degree which is sufficient for entry into the field and also allows for transfer admission in BS programs.

Utica University is currently in the process of seeking the Commission on Accreditation for Respiratory Care (CoARC) accreditation for a respiratory care program. However, Utica University can provide no assurance that accreditation will be granted by the CoARC.

The Commission on Accreditation for Respiratory Care (CoARC)

264 Precision Blvd.

Telford, TN 37690

<https://coarc.com/>

CoARC accredits respiratory therapy programs in the United States. To achieve this end, it utilizes an 'outcomes based' process. Outcomes data from the Annual Report of Current Status is posted on the Programmatic Outcomes Data Web page on the CoARC website. Programmatic outcomes are performance indicators that reflect the extent to which the goals of the program are achieved and by which program effectiveness is documented.

Graduates from this program will be prepared with:

1. demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. the skills necessary to care for diverse patient populations and backgrounds in a variety of clinical and community-based settings in an equitable, respectful, and inclusive manner.

Rules and Regulations Pertaining to Respiratory Care AS Clinical Experiences

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

1. All students must provide their own transportation to clinical settings. Parking at clinical facilities is at the student's expense.
2. All students must meet orientation and health requirements for each clinical prior to clinical start date.
3. NO cell phones allowed in the clinical setting.
4. Excused student absences from clinical will be evaluated by the course instructor relative to meeting course objectives. Recommended remediation will be determined conjointly by faculty and the student. Initiation of remediation is the student's responsibility.
5. Clinical experiences are graded on a pass/fail (P/F) basis. Outcome criteria for clinical evaluation are clearly stated in the course syllabus and clinical evaluation tool.
6. A student who is found to endanger the health/welfare of a client will be considered to have engaged in misconduct.

The following constitute cause for immediate dismissal from the clinical setting and failure of the clinical course, as well as dismissal from the nursing program:

1. Coming to clinical under the influence of alcohol or illegal drugs.
2. Emotional or physical jeopardy--Any action by the student toward a patient, family/significant other of patient, or staff member(s) such as, but not limited to the following: threat to emotional and/or

physical well-being; willfully harassing; physically, verbally or emotionally abusing; use of intimidation.

7. Students who commit acts judged by the clinical instructor to be unsafe may be dismissed from the clinical setting and/or course. Examples of unsafe acts include, but are not limited to:

1. Error in medication administration.
2. Administration of a medication without having knowledge of the drug.
3. Inaccurate recording or failure to record medication administration.
4. Error in administration of intravenous fluids.
5. Failure to report changes in patient's condition.
6. Failure to seek supervision when necessary.
7. Failure to report and document nursing care.
8. Compromising patient care by inadequate preparation for clinical experience.
9. Breach of confidentiality.
10. Neglecting personal safety.
11. Creating or causing personal safety hazards.
12. Sleeping in the clinical area.

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

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

Major Course Requirements

- BIO 131 - Online Anatomy and Physiology I (0, 4)
- BIO 132 - Online Anatomy and Physiology II (0, 4)
- BIO 204 - Basic Microbiology for Health Care Professionals (0, 4)
- CHE 118 - Chemistry for Nursing Professionals (0, 4)
- CMM 103 - Introduction to Public Speaking (3)
- ENG 101 - Written Communication I (3)
- IPE 102 - Introduction to Interprofessional Education (1)
- MAT 124 - Intermediate Algebra (3)
- PHI 108 - Professional Ethics (3)

- SOC 151 - Introduction to Sociology (3)
- RSP 100 - Cardiopulmonary Physiology (3)
- RSP 101 - Cardiopulmonary Diseases (3)
- RSP 103 - Cardiopulmonary Pharmacology (2)
- RSP 105 - Principles in Respiratory Care (4)
- RSP 107 - Cardiopulmonary Diagnostics (3)
- RSP 109 - Patient Assessment and Case Management (3)
- RSP 113 - Clinical Practicum I (2)
- RSP 203 - Clinical Practicum II (4)
- RSP 211 - Principles of Mechanical Ventilation (4)
- RSP 215 - Respiratory Care of the Neonatal & Pediatric Population (3)
- RSP 245 - Critical Care Assessment and Disease Management (3)
- RSP 250 - Advanced Respiratory Care (3)
- RSP 255 - Clinical Practicum III (4)
- RSP 256 - Respiratory Care - Community and Home Settings (3)

76 Credit Hours

Online

Accounting (B.B.A) - Hegis Code 0502.00

The BBA in Accounting degree prepares graduates for competent and responsible participation in business and society. This program offers a variety of contemporary business courses intended to provide a well-rounded foundation in the various aspects of operating a business in today's competitive business climate. Accounting is the language of business. Business firms, not-for-profit organizations, and government agencies all rely on accountants to prepare, communicate, and interpret financial statements and other information to enhance managerial decision-making and to comply with laws and regulations. This degree prepares students for the CPA credential and in combination with any of Utica University's graduate accounting and business programs will enable students to complete the 150 credit hour requirement and be academically eligible for the CPA credential in most states. Graduates are prepared for entry-level positions in public accounting, business firms, not-for-profit organizations, and governmental agencies. The program is ideal for working adult students who hold an Associate of Arts (A.A.) or an Associate of Science (A.S.) though this is not required for admission.

Learning Objectives

Graduates from this program will be able to:

Program Level Accounting Learning Goals

1. Prepare financial statements and interpret financial statement information to improve managerial decision-making.
2. Evaluate accounting and non-accounting information to make effective decisions within an organization.
3. Utilize primary tax research sources to apply tax laws to situations impacting U.S. taxpayers in order to comply with applicable regulations and provide tax planning advice.
4. Explain attestation and demonstrate an understanding of the concepts and processes involved in performing an audit.

Program Level Business Learning Goals

1. Understand the structure of an organization and processes for managing them.
2. Identify and interpret legal and ethical issues in the global business environment.
3. Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision-making.
4. Solve business and organizational problems using analytical and critical thinking skills.
5. Apply rudimentary concepts from the management of technology discipline to people, process and technology management challenges in a modern organization.
6. Recognize the impact of the global and multicultural environment in managing a business.
7. Employ oral communication skills to influence a professional audience.
8. Demonstrate proficiency in written communications across multiple platforms and purposes.

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CSC 117 - Microcomputers and Application Software (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- POL 161 - Introduction to International Politics (3)
- SOC 151 - Introduction to Sociology (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

46 credits

Business Requirements

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- BUL 301 - The Legal Environment of Business (3)
- BUS 123 - Data Application for Business (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

42 credits

Includes 12 credits in L.A. (ECN 131, 141, 241 & MAT 143)

Accounting Major Requirements*

- ACC 301 - Intermediate Accounting I (3)
- ACC 302 - Intermediate Accounting II (3)
- ACC 333 - Cost Management (3)
- ACC 344 - Income Tax Accounting (3)
- ACC 411 - Auditing (3)
- BUL 302 - Law of Business Organizations (3)

18 credits

*Students must meet any identified course prerequisite requirements. Utica University does not guarantee the availability or scheduling of any specific course(s).

Business Administration Electives**

Take 12 credit hours at the 300, 400 or 500* level from the following. At least 3 credits must have an ACC prefix and at least 3 credits must have a FIN prefix. Additional appropriate electives may be used with the permission and approval of the program director.

- Any ACC course
- Any BUS course
- Any ECN course
- Any FIN course
- Any MGT course
- Any MKT course
- ANY RMI course

**Students must have at least 90 credits and program director permission to take any 500 level course

12 credits

Program Credits

General Education	46 Credits
Business Core Requirements	42 Credits
Accounting Major Requirements	18 Credits
Business Electives	12 Credits
Free Electives	0-14 Credits

Total Credit Hours Required For Degree 121 Credits

Nursing (B.S.N.) - Hegis Code 1203.10

At Utica University, the nursing program is designed to provide students with a liberal education as well as a professional foundation that integrates nursing theory with skills required for nursing practice. The program leads to a Bachelor of Science in Nursing. During the first two years of the traditional undergraduate nursing curriculum, students will complete all general education core and prerequisite liberal arts and sciences courses. The nursing courses will be taken in 4 semesters at the junior and senior levels.

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

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

Delivery Format

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

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

Admission Requirements

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

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

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

Learning Objectives

The objectives/competencies of the nursing program are:

- to demonstrate critical thinking through:
 - Utilization of creative problem-solving and decision-making based on theories and models in the delivery of health care to individuals cross the life span, groups, and communities; and
 - Incorporation of research concepts in planning and implementing nursing care.
- to communicate in a professional manner through:
 - Utilization of concepts in human interaction in establishing effective professional relationships;
 - Appropriate use of formal and informal writing; and
 - Application of appropriate communication technologies.
- to develop professional role concepts and behaviors to meet the evolving health care needs of society through:
 - Demonstration of responsibility and accountability;
 - Recognition and implementation of care within ethical and legal parameters of professional practice;
 - Provision of culturally sensitive and culturally competent care to clients in an increasingly diverse society;
 - Commitment to evidence-based, clinically competent care in diverse settings;
 - Commitment to patient/family advocacy;
 - Collaboration with individual clients, families, and communities to promote, protect, and improve health;
 - Collaboration with interdisciplinary health care providers within strategic community partnerships;
 - Integration of management principals;
 - Incorporation of concern for social and global issues; and
 - Identification of issues and trends affecting health care delivery.
- to value learning as a lifelong process through:
 - Commitment to continuing education in professional development.

Special Requirement

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

The student must:

- Complete **all** General education core and Major related courses prior to progression into upper-division nursing courses.
- Achieve and maintain a minimum 2.8 cumulative G.P.A. in order to progress into upper-division nursing courses.
- Achieve and maintain a minimum cumulative G.P.A. of 2.8 in all major related courses.
- Have earned 65 credits prior to entering the nursing courses.
- Demonstrate the professional and ethical behaviors required for successful performance of professional nursing practice as noted by faculty and clinical instructors.
- Adhere to established course sequence in the nursing major.
- Adhere to Utica University academic rules and regulations. (See undergraduate catalog)

Retention Criteria

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of **C+ (77%)** will be required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **A maximum of one nursing course may be repeated.** Progression in the nursing program is based on seat availability in the course. Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program. A student who withdraws from any nursing course jeopardizes their progression in the program.
3. Major-Related Courses
 1. A minimum cumulative G.P.A. of 2.8 is required in Major-related courses.
 2. A minimum grade of C is required for all major-related courses.
 3. A student who achieves a grade of less than a C in a major-related course has one (1) opportunity to repeat the course. A maximum of two major-related courses may be repeated. Failure to achieve the minimum grade of C in the repeated course will result in academic dismissal from the nursing program.
4. Students who are placed on academic probation by the College will be suspended or requested to withdraw from the nursing major.
5. Students are expected to maintain standards of professional behavior within academic and clinical settings. The student who fails to meet these standards may be subject to dismissal from the College and/or the program. Expected behaviors include but are not limited to:
 1. Attend all classes, labs, and clinical experiences and arrive on time. In the case of illness or an emergency, the appropriate faculty member must be telephoned prior to class/lab/clinical.
 2. Prepare for class/lab/clinical according to course requirements identified in each course syllabus.
 3. Complete all assignments according to the time frame posted in the syllabus.
 4. Demonstrate respect and courtesy toward faculty, staff, and fellow students.
 5. Demonstrate honesty and integrity in all academic and clinical settings.
 6. Contribute to the educational growth of self and fellow students.

Rules and Regulations Pertaining to Clinical Experiences

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

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

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

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

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)

- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- MAT 107 - Excursions in Mathematics (3)
- MUS 115 - Introduction to Music (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

33 Credit Hours

Major Course Requirements

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

- NUR 445 - Introduction to Research Methods and Design (3)
- OR
- HLS 445 - Clinical Research (3)

- NUR 446 - Care of the Pediatric Population (0 to 3) (3 credits required)
- NUR 465 - End-of-Life and Palliative Care Practice (2)
- NUR 471 - Advanced Medical/Surgical Nursing (2 to 3) (5 credits required)
- NUR 473 - Senior Nursing Care Seminar Lab II (1)

62 Credit Hours

Major Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4) *
- or*
- BIO 131 - Online Anatomy and Physiology I (0, 4)

- BIO 102 - Anatomy & Physiology II (0, 4) *
- or*
- BIO 132 - Online Anatomy and Physiology II (0, 4)

- BIO 203 - Microbiology (0, 4) *
- or*
- BIO 204 - Basic Microbiology for Health Care Professionals (0, 4)

- BIO 205 - Human Nutrition

- CHE 118 - Chemistry for Nursing Professionals (0, 4)
- or*
- CHE 211 - General Chemistry I (0, 4)

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

- MAT 112 - Statistics (3)
- or*
- SOC 211 - Statistics in the Behavioral and Social Sciences (3)

- PHI 108 - Professional Ethics (3)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)

34 Credit Hours

Note:

*Must be completed prior to transfer

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 129 required must be in the liberal arts and sciences.

Program Credits

General Education	33 Credits
Major Course Requirements	62 Credits
Major Related Course Requirements	34 Credits
Total Credit Hours Required For Degree	129 Credits

Psychology-Child Life (B.S.) - Hegis Code 2009.00

(Bachelor of Science Degree)

This program is designed for individuals who wish to enhance their understanding of children and families. The major features an interdisciplinary approach, drawing from the fields of psychology, early childhood education, sociology, and anthropology. The faculty includes professionals from all of these disciplines. Students gain knowledge of normal human development while working with children in applied settings.

Specialized coursework focuses on human relations skills, the management of death-related concerns, designing an activities program, and the special characteristics of young people who are hospitalized and/or who have disabilities.

For placement opportunities, please contact the internship coordinator.

Each student's academic file will be reviewed every semester. If the student does not meet the program criteria and follow the rules and regulations pertaining to the Academic Program, he/she will be dismissed from the program. In the case of dismissal, a letter outlining the reasons for dismissal will be issued by the department to the student. Upon receipt of the reason for dismissal, the student can appeal the decision.

Students must have a grade of "C" or better in all major required courses and meet the retention criteria for the program.

Students must demonstrate the professional and ethical behaviors required for successful performance in the practice of child life specialty and child development as noted by faculty and clinical educators, and in compliance with the Child Life Council and National Association for Education of Young Children Code of Ethics. Students are expected to maintain standards of professional behavior within the academic, fieldwork, and internship settings.

Learning Objectives

The Psychology-Child Life program is committed to preparing professionals who:

1. Analyze how theory and research are utilized to understand human development, assessment, intervention, and evaluation for children, adolescents, and families from diverse populations.
2. Assess common events and/or conditions that may contribute to concerns with appropriate development and identify appropriate, evidence-based interventions focused on a family-centered approach.
3. Model professional behaviors for the diverse roles in varied professions working with children, adolescents, and families.
4. Develop Intercultural competence to enhance their ability to advocate for the well-being of oppressed/underserved populations.

Academic Requirements

General Education

Effective for the 2022-2023 academic year, Utica University has implemented a new general education program that replaces Core. Students who are admitted, or readmitted, for the 2022- 2023 academic year or later must follow the requirements of the General Education program. Students admitted prior to the 2022-2023 academic year must follow the requirements of the Core program. For full details of program requirements, see the catalog pages for

the Core program and the General Education program. Students with specific questions should consult with their academic adviser or success coach.

- ANT 251 - Native American Culture and History (3)
- CHE 211 - General Chemistry I (0,4)
- CMM 101 - Interpersonal Communication (3)
- CMM 181 - Intro to Mass Communication (3)
- CSC 118 - The Internet: Information Retrieval and Organization (3)
- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 135 - Introduction to Literature (3)
- GOL 105 - Society, Earth, and the Environment (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)
- MUS 115 - Introduction to Music (3)
- PHI 108 - Professional Ethics (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

46 Credit Hours

Major Course Requirements

(Some of the following may be used to satisfy core requirements.)

- EDU 314 - Children's Literature (3)
- PCL 123 - Childhood Services (1)
- PCL 214 - Developmental Research Methods (3)
- PCL 323 - Early Intervention (3)
- PCL 372 - Play in Development I: Birth - Age 8 (3)
- PCL 373 - Play in Development II: Ages 8-21 (3)
- PCL 374 - The Helping Relationship (3)
- PCL 375 - Death, Dying and Bereavement (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- PCL 458 - Field Experience Prep (1)
- PCL 460 - Field Experience (3)
- PSY 101 - Introduction to Psychology (3)
- PSY 256 - Principles of Behavior Change (3)
- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 366 - Individuals with Disabilities (3)

51 Credit Hours

Major Specializations

Child Life Specialist

For students looking to pursue child life specialty certification.

Required Courses

- SOC 233 - The Family (3)
- PCL 503 - Introduction to Child Life Specialty (3)
- PCL 507 - Child Life Practicum (3)

Two additional classes

- ANT 415 - Cultures, Health, & Healing (3)
- COM 337 - Health Communication (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 309 - Medical Conditions and Implications (3)
- HLS 337 - Care of the Human Spirit (3)
- PHI 386 - Medical Ethics and Children (3)

15 credit hours

Social Services

For students looking to pursue a Master's in Social Work or counseling related fields.

Required Courses

- SOC 225 - Social Problems (3)
- SOC 233 - The Family (3)
- SOC 387 - Family Violence (3)

Two additional classes

- SOC 252 - Race and Ethnicity (3)
- SOC 383 - Social Deviance (3)
- PSY 356 - Positive Psychology (3)
- PSY 361 - Psychopathology (3)
- CMM 325 - Intercultural Communication (3)

15 credit hours

Note:

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

Program Credits

General Education	46 Credits
Major Course Requirements	51 Credits
Major Electives	15 Credits
College Electives	8 Credits
Total Credit Hours Required For Degree	121 Credits

Minor

Aging Studies (Minor)

The minor provides students with both basic understandings of the normal aging process and common deviations from the normal patterns of growth and development in old age, as well as knowledge of public policy and services affecting the aged. This minor is especially appropriate for majors in business, communication arts, construction management, criminal justice, economics, education (adult learners), political science, health sciences, international studies, journalism, liberal studies, management, nursing, psychology, public relations, sociology and anthropology, and therapeutic recreation.

Total credit hours required for minor: 18

Academic Requirements

- AGE 101 - Introduction to Aging (3)
- AGE 214 - Biology of Aging (3)
- or*
- BIO 214 - Biology of Aging (3)
- AGE 411 - Aging and Mental Health (3)

9 Credit Hours

Electives

Choose three of the following courses. At least one of the following courses must be in Aging Studies:

- AGE 218 - Rural Elderly (3)
- AGE 273 - Introduction to Aging Network - Community Placement (1 to 3)
- AGE 300 - Select Topics: Aging Studies (3)
- AGE 314 - Life Review (3)

- AGE 315 - Aging and Intellectual/Developmental Disabilities (3)
- AGE 320 - Supportive & Senior Housing (3)
- AGE 400 - Select Topics: Aging Studies (3)
- ANT 449 - Anthropology of Aging (3)
- ECN 375 - Health Economics (3)
- MGT 101 - Introduction to Contemporary Business (3)
- PHI 385 - Healthcare Ethics (3)
- POL 332 - Public Administration (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 327 - Adulthood and Aging (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
- TRC 315 - Leisure, Health and Wellness (3)

- PCL 374 - The Helping Relationship (3)
- or
- PSY 372 - The Counseling and Interviewing Process (3)

9 Credit Hours

Creative Arts

The arts are integral to the development of self-expression, empathy, innovation and wellbeing. Experiencing art allows students to observe, engage with and shape the world, which provides opportunities for personal and professional growth.

A minor in Creative Arts facilitates an environment where the potential of creativity and art is considered in relation to real life career goals of our students. Students gain competence and confidence in skills required to implement creative solutions, analyze creative content, and apply creative concepts to their major course of study.

Learning Goals

A student completing this minor will:

- Increase competence in creative practice
- Recognize and utilize the communicative and problem-solving potential of creative arts
- Integrate creative approaches, strategies, and techniques with personal and professional goals

Academic Requirements

4 Credit Hours

12 credit hours

12 credits in the following from at least two different departments/ prefixes (at least 9 credits must be at the 300 or higher level)

Total: 16 Credit Hours

Entrepreneurship (Minor)

The Minor in Entrepreneurship is designed to provide students with an interdisciplinary learning environment and the foundational principles to launch, sustain, and expand businesses and organizations through innovative, technology-driven practices.

Total credit hours required for minor: 15

Academic Requirements

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 379 - Foundations of Entrepreneurship (3)
or
- BUS 517 - Small Business Innovation (3)
- BUS 537 - Small Business Funding (3)
- BUS 547 - Venture Implementation (3)
- MKT 211 - Principles of Marketing (3)

Fraud and Financial Crime Investigation (Minor)

A minor in Fraud and Financial Crime Investigation (FFCI) is designed to provide an introduction to the study of the growing number of non-violent crimes that are committed for financial gain through methods of fraud and deception of victims. The minor educates students in the areas of criminal and civil investigation with an understanding of the evolving problems associated with detecting and controlling crimes like embezzlement, identity theft, credit card fraud, insurance fraud, construction fraud, money laundering, political corruption and tax evasion. The minor will provide students with the tools to understand driving factors that are critical to the commission of fraud and financial crime and appreciate effective methods of fraud and financial crime detection, control and prevention.

Total credit hours required for minor: 15

Academic Requirements

Students should take the following courses in order listed below:

- CRJ 103 - Introduction to Criminal Justice (3)
 - FCM 232 - Financial Crime Theory (3)
 - FCM 334 - Financial Crime Investigation (3)
 - FCM 343 - Law of Financial Crime (3)
- Select one:*
- CRJ 335 - Cybercrime Law and Investigations (3)
 - FCM 336 - Information Privacy (3)

15 Credit Hours

Healthcare Advocacy and Navigation (Minor)

The minor in Healthcare Advocacy and Navigation provides students with the knowledge and ability to guide clients through the complex healthcare system. The minor also provides students with a basic understanding of the continuum of healthcare as it pertains to their client's specific medical condition ensuring that any and all barriers to that care are resolved and that each stage of care is as seamless as possible. Although open to all students, the minor is especially relevant for students in Health Sciences, Nursing, Occupational Therapy, Aging Studies, Psychology-Child Life, Therapeutic Recreation, and Physical Therapy.

Total credit hours: 18

Academic Requirements

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 309 - Medical Conditions and Implications (3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)
- HLS 419 - Healthcare Advocacy and Navigation Seminar (3)

18 Credit Hours

Management (Minor)

The minor in management is designed to allow students who are majoring in other areas to explore the field of management in an organized and coherent way. Skills in organizing and managing teams can be an important preparation for careers in business, non-profit, and public organizations.

Total credit hours required for minor: 21

Academic Requirements

- ACC 201 - Financial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MKT 211 - Principles of Marketing (3)

Choose two of the following courses:

- FIN 333 - Corporate Finance (3)
- Management elective - Any 300- or 400-level Management course (3)
- Elective - Any 300- or 400-level Economics, Finance, or Marketing course (3)

21 Credit Hours

Risk Management and Insurance (Minor)

The minor in risk management and insurance is designed to allow students who are majoring in other areas to explore this field and its many career potentials.

Total credit hours required for minor: 21

Academic Requirements

- ACC 201 - Financial Accounting (3)
- FIN 333 - Corporate Finance (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 325 - Insurance and Estate Planning (3)
- RMI 326 - Principles of Insurance: Property and Liability (3)
- RMI 483 - Risk Management (3)

Choose one of the following courses:

- BUL 301 - The Legal Environment of Business (3)
- RMI 470 - Risk Management and Insurance Internship (1 to 12)

21 Credit Hours

Themed Pathway Minor

Empathy, Community, and Action

This themed minor invites students to complete a sustained and multidisciplinary exploration of the concepts of power and empathy. The minor is designed to examine the effects power and empathy have on each other and on identity formation, as well as the actions that are, and can be, taken to address power imbalances and abuses. Courses address three interrelated questions: 1) How are communities formed and shaped by power structures? 2) How does a nuanced understanding of power structures help us empathize with the experience of others? 3) What actions can/do individuals perform to affect power structures? This themed minor is relevant to all undergraduates interested in leadership and working with others, and, in particular, to students entering the fields of business, education, and nursing.

Note: At least one course must be at the 300-400 level. One course must be a Writing Intensive seminar. At least two foundations or pathway minor courses must meet the DEI designation, with one of those at the 300-400 level.

Two courses (3 credits each) from different areas of Goal 5:

Area 1 Literary Representations

Area 2 Fine, Visual, & Performing Arts

Area 3 Intercultural Competency

- ANT 101 - Introduction to Anthropology (3)
- ANT 415 - Cultures, Health, & Healing (3)

Two courses (3 credits each) from different areas of Goal 6

Area 4 Historical Reflection

Area 5 Culture & Society

- SOC 383 - Social Deviance (3)

Area 6 Engaged Citizenship

Two additional courses that meet any General Education Learning Goal

18 Credit Hours

Inequality, Empowerment, and Privilege

Inequality is among the most pressing issues of our time and lies at the core of both public and scholarly debates about opportunity and diversity. Marginalized people frequently come together on the basis of shared experiences of discrimination. Yet, historically marginalized populations also forge communities and work toward empowerment within groups that, due to their diversity, don't always work well together or see eye to eye. This themed pathway in "Inequality, Empowerment, and Privilege" provides students an interdisciplinary understanding of inequality and how people and communities from historically marginalized populations work for and attain empowerment of differing kinds. Courses in the pathway examine differential experiences based on gender, sexuality, race, ethnicity, social class, religion, disability, and nationality, both within and across groups. The themed pathway gives students an opportunity to engage with important debates on the nature of historical and present-day inequities, the complex negotiations involved in the struggle for empowerment and community-building in unequal contexts, and the intertwined nature of privilege and inequality.

Courses in the pathway will address:

- Structural and historical processes that have established inequalities and privilege
- How inequality and privilege are tied together
- How identities and populations coalesce on the basis of shared experience and marginalized status
- How identities and populations coalesce on the basis of shared political aims, despite diversity within groups
- The structural and socially embedded nature of empowerment, privilege, and inequality

Academic Requirements

- Students choose 6 3-credit courses from the same theme
- At least one course must be at the 300-400 level.
- One course must be a Writing Intensive seminar.
- At least two foundations or pathway minor courses must meet the DEI designation, with one of those at the 300-400 level.
- Courses are chosen based on the following knowledge areas:

2 courses must meet two different knowledge areas from goal 5

A. Literary Representations

B. Fine, Visual, & Performing Arts

C. Intercultural Competency

- ANT 101 - Introduction to Anthropology (3)
- ANT 251 - Native American Culture and History (3)
- ANT 415 - Cultures, Health, & Healing (3)

2 courses must meet two different knowledge areas from goal 6

D. Historical Reflection

E. Culture and Society

- SOC 151 - Introduction to Sociology (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 274 - Criminology (3)
- SOC 383 - Social Deviance (3)

F. Engaged Citizenship

2 additional courses. Each course must meet at least one of the General Education goals (1- 7)

[Currently there are no courses in the pathway beyond those listed above, but according to GEC pathway requirements, future courses may be proposed from other goals.]

18 Credit Hours

Women in the Lead

Recognizing all women and their leadership, "Women in the Lead" promises a rich, challenging, and inspiring learning experience at a time when women students are taking the lead in their own lives through their studies, extracurricular activities, and preparation for the future. "Women in the Lead" intentionally centers the study of women: women innovators and advocates, rescuers and survivors, mentors, nurturers, and champions, and women in all their diversity. The pathway provides dedicated educational space for engaging the study of women. Its emphasis is on recognizing women's contributions, honoring their experiences, celebrating their agency, and analyzing the power dynamics that shape their lives. "Women in the Lead" will complement the content of many liberal arts and professional programs. With the insights they take away from "Women in the Lead," students will be poised to foster positive change for everyone in the professional, civic, and social realms their major and minor areas of study have prepared them to join.

Two courses (3 credits each) from different areas of Goal 5:

Two courses (3 credits each) from different areas of Goal 6

Two additional courses that meet any general education learning goal

18 Credits

Other Programs

General Education (37 credits)

The Utica University General Education Program provides students with enriching learning experiences that are both foundational and integrative of scientific, humanistic, and technological contexts. After students complete a sequence of foundational courses providing a background, aptitude, and understanding necessary for success in their education and lives, they will explore knowledge areas by choosing to enroll in exciting themed pathways or to explore a broad range of engaging courses.

The faculty has identified seven goals of the general education program. These goals will be introduced in foundational courses and reinforced in pathway courses.

Foundations (19 credits)

Foundations in general education are built around five goals and will be met in six courses.

Goal 1:

Demonstrate effective written and oral communication.

Written Communication (6 credits)

- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)

Oral communication (3 credits)

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)

Goal 2:

Demonstrate critical thinking and reasoning (3 credits)

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

Goal 3:

Demonstrate proficiency in quantitative reasoning (3 credits)

- ECN 241 - Statistics (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)

Goal 4:

Demonstrate scientific literacy through evidence-based inquiry (4 credits)

- BIO 105 - Fundamentals of Biology (0, 4)
- CHE 211 - General Chemistry I (0,4)
- GOL 105 - Society, Earth, and the Environment (3)

Goal 7:

Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology (met in the second written communication course)

- ENG 102 - Written Communication II (3)

Pathway Minors (18 credits)

Pathway minors are built around six knowledge areas designed to meet program learning goals five and six. This portion of general education can be met through three options: (1) completion of a themed pathway minor, (2) completion of a general pathway minor, or (3) completion of a general education-approved departmental or interdisciplinary minor.

Goal 1:

Demonstrate effective written and oral communication.

Written Communication

Goal 5:

Appreciate the range of human experiences as represented in the arts, literature, and other forms of cultural expression

Area A: Literary representations

- ENG 135 - Introduction to Literature (3)

Area B: Fine, visual, & performing arts

- MUS 115 - Introduction to Music (3)

Area C: Intercultural competency

- ANT 101 - Introduction to Anthropology (3)
- ANT 251 - Native American Culture and History (3)
- ANT 415 - Cultures, Health, & Healing (3)
- CMM 325 - Intercultural Communication (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

Goal 6:

Critically and ethically evaluate past and present implications of social institutions.

Area D: Historical reflection

- HIS 165 - Europe and the World (3)

Area E: Culture and society

- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- IST 101 - World Regional Geography (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 225 - Social Problems (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 274 - Criminology (3)
- SOC 383 - Social Deviance (3)

Area F: Engaged citizenship

- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)

Goal 7:

Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology

Option 1: Themed Pathway Minor

Themed Pathway Minors are programs of study created specifically for the General Education Program. Each Themed Pathway Minor addresses a broad topic and investigates it from several disciplinary approaches. Courses will be designated as meeting that topic's theme. Each themed pathway minor includes the following:

Two courses (3 credits each) from different areas of Goal 5

Two courses (3 credits each) from different areas of Goal 6

Two additional courses that meet any general education learning goal

The Themed Pathway Minors are listed below.

- Empathy, Community, and Action
- Inequality, Empowerment, and Privilege
- Women in the Lead

Option 2: General Pathway Minor

Working with an academic advisor, students choose five courses, each from a different knowledge area in goals 5 and 6 and one additional course from any general education area of knowledge or any general education goal area.

Option 3: Departmental or Interdisciplinary Minors

Approved departmental or interdisciplinary minors may replace the pathway minor. However, these minors must meet the distribution requirements outlined above, i.e. must include at least two courses that meet different areas of goal five, two courses that meet different areas of goal six, and two additional courses that meet at least one of the general education goals. Departmental or interdisciplinary minors may also include additional course or credit requirements. These minors may include courses that count toward general education foundations; however, foundational courses may not count toward the 18 credits need to complete this portion of the general education program.

Course Type Requirements

Regardless of the type of minor selected, at least one course must be at the 300 - 400 level, and at least one course must be a Writing Intensive seminar.

1. At least two courses taken to fulfill the general education program must have a Diversity, Equity, and Inclusion (DEI) designation with one of those at the 300 or 400 level.
2. Individual courses may not count in both the Foundation and Pathway Minor areas.

General Education Exemption Criteria

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

Goal 1 - Written Communication

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

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

Goal 1 - Oral Communication

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

1. Proof of coursework or other significant structured learning that provided both experience in oral communication (skill development) and in the theoretical foundations of the field;

2. Written testimony by qualified persons acquainted with the applicant's experience in both the performance and theoretical aspects of the field;
3. Other forms of proof (portfolio, taped performance, etc.) that attest to the applicant's experiences in, and knowledge of, the field.

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

General Education

General Education (37 credits)

The Utica University General Education Program provides students with enriching learning experiences that are both foundational and integrative of scientific, humanistic, and technological contexts. After students complete a sequence of foundational courses providing a background, aptitude, and understanding necessary for success in their education and lives, they will explore knowledge areas by choosing to enroll in exciting themed pathways or to explore a broad range of engaging courses.

The faculty has identified seven goals of the general education program. These goals will be introduced in foundational courses and reinforced in pathway courses.

Foundations (19 credits)

Foundations in general education are built around five goals and will be met in six courses.

Goal 1:

Demonstrate effective written and oral communication.

Written Communication (6 credits)

- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)

Oral communication (3 credits)

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)

Goal 2:

Demonstrate critical thinking and reasoning (3 credits)

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

Goal 3:

Demonstrate proficiency in quantitative reasoning (3 credits)

- ECN 241 - Statistics (3)
- MAT 107 - Excursions in Mathematics (3)

- MAT 112 - Basic Statistics (3)

Goal 4:

Demonstrate scientific literacy through evidence-based inquiry (4 credits)

- BIO 105 - Fundamentals of Biology (0, 4)
- CHE 211 - General Chemistry I (0,4)
- GOL 105 - Society, Earth, and the Environment (3)

Goal 7:

Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology (met in the second written communication course)

- ENG 102 - Written Communication II (3)

Pathway Minors (18 credits)

Pathway minors are built around six knowledge areas designed to meet program learning goals five and six. This portion of general education can be met through three options: (1) completion of a themed pathway minor, (2) completion of a general pathway minor, or (3) completion of a general education-approved departmental or interdisciplinary minor.

Goal 1:

Demonstrate effective written and oral communication.

Written Communication

Goal 5:

Appreciate the range of human experiences as represented in the arts, literature, and other forms of cultural expression

Area A: Literary representations

- ENG 135 - Introduction to Literature (3)

Area B: Fine, visual, & performing arts

- MUS 115 - Introduction to Music (3)

Area C: Intercultural competency

- ANT 101 - Introduction to Anthropology (3)
- ANT 251 - Native American Culture and History (3)
- ANT 415 - Cultures, Health, & Healing (3)

- CMM 325 - Intercultural Communication (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)

Goal 6:

Critically and ethically evaluate past and present implications of social institutions.

Area D: Historical reflection

- HIS 165 - Europe and the World (3)

Area E: Culture and society

- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- IST 101 - World Regional Geography (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 225 - Social Problems (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 274 - Criminology (3)
- SOC 383 - Social Deviance (3)

Area F: Engaged citizenship

- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)

Goal 7:

Responsibly identify, locate, evaluate, and use information that is relevant to a given issue through information literacy and effective use of technology

Option 1: Themed Pathway Minor

Themed Pathway Minors are programs of study created specifically for the General Education Program. Each Themed Pathway Minor addresses a broad topic and investigates it from several disciplinary approaches. Courses will be designated as meeting that topic's theme. Each themed pathway minor includes the following:

Two courses (3 credits each) from different areas of Goal 5

Two courses (3 credits each) from different areas of Goal 6

Two additional courses that meet any general education learning goal

The Themed Pathway Minors are listed below.

- Empathy, Community, and Action
- Inequality, Empowerment, and Privilege

- Women in the Lead

Option 2: General Pathway Minor

Working with an academic advisor, students choose five courses, each from a different knowledge area in goals 5 and 6 and one additional course from any general education area of knowledge or any general education goal area.

Option 3: Departmental or Interdisciplinary Minors

Approved departmental or interdisciplinary minors may replace the pathway minor. However, these minors must meet the distribution requirements outlined above, i.e. must include at least two courses that meet different areas of goal five, two courses that meet different areas of goal six, and two additional courses that meet at least one of the general education goals. Departmental or interdisciplinary minors may also include additional course or credit requirements. These minors may include courses that count toward general education foundations; however, foundational courses may not count toward the 18 credits need to complete this portion of the general education program.

Course Type Requirements

Regardless of the type of minor selected, at least one course must be at the 300 - 400 level, and at least one course must be a Writing Intensive seminar.

1. At least two courses taken to fulfill the general education program must have a Diversity, Equity, and Inclusion (DEI) designation with one of those at the 300 or 400 level.
2. Individual courses may not count in both the Foundation and Pathway Minor areas.

General Education Exemption Criteria

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

Goal 1 - Written Communication

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

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

Goal 1 - Oral Communication

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

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

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

Core

Academic Requirements

Core (34-55 credits)

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

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

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

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

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

I. Written Communication 6 credits*

Goal 1:

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

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

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

II. Oral Communication 3 credits

Goal 2:

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

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

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)

III. Foreign Languages 6 credits

Goal 3:

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

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

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

IV. Quantitative Reasoning 6 credits*

Goal 4:

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

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

- ECN 241 - Statistics (3) **
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3) **
- MAT 124 - Intermediate Algebra (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- SOC 211 - Statistics in the Behavioral and Social Sciences (3) **
- or
- Demonstrated competence leading to exemption. (See Core Exemption Criteria in this section of the catalog.)

Note:

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

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

V. Computer Use 1-3 credits

Goal 5:

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

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

For Biology Majors

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

For Construction Management Majors

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

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

VI. Humanities 9 credits

Goal 6:

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

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

Literature

- ENG 135 - Introduction to Literature (3)

Fine, Visual, and Performing Arts

- MUS 115 - Introduction to Music (3)

Goal 7:

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

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

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

VII. Natural Sciences 7- 8 credits

Goal 8:

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

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

Biology

- BIO 101 - Anatomy & Physiology I (0, 4) **and**
- BIO 102 - Anatomy & Physiology II (0, 4)

- BIO 105 - Fundamentals of Biology (0, 4)

- BIO 211 - General Biology I (0, 4)

Note:

*Both courses are required to receive Core credit.

Chemistry

- CHE 211 - General Chemistry I (0,4)

Environmental Science

Geology

- GOL 105 - Society, Earth, and the Environment (3)
- GOL 105L - Society, Earth, and Environment Lab (1) *(This lab is optional)*

History and Philosophy of Science and Technology

Physics

- PHY 151 - General Physics I (0, 4)
- PHY 261 - Physics I (0, 4)

VIII. Social Sciences 9 credits

Goal 9:

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

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

History & Heritage

- ANT 251 - Native American Culture and History (3) (D)
- HIS 165 - Europe and the World (3) (D)

Social Institutions and Processes

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

The Individual, Culture, and Society

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

Goal 10:

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

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

Component Three: Integrated Writing (6 credits)

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

Note:

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

Core Exemption Criteria

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

Goal 1 - Written Communication

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

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

Goal II - Oral Communication

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

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

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

Goal III - Foreign Languages

Students who have achieved at least a B average with 3 or 4 years of high school language (Grades 9 -12) are placed in the 102 section of the language studied in high school. Two or fewer years with up to a B average are placed in the 101 section of the language studied in high school. Students are exempt from the language requirement if they score a 3 or higher on the appropriate AP examination or if they transfer a college level course (102 level or higher). International students from a non-English speaking country are also exempt.

Goal IV - Quantitative Reasoning

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

Goal V - Computer Use

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

Course Descriptions

The figure in parentheses following the title of the course indicates the number of credit hours for that course. Courses with variable credit are shown with the range of credit available, for example (1 to 6).

The University 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 advisor for any prerequisites.

Attention: For classes offered each semester please visit the [Class Schedule](#). Questions regarding specific class offerings should be directed to the associated school office.

Accounting

ACC 201 - Financial Accounting (3)

Financial statement communication, information processing, measuring business income. Measurement and analysis of gross margin, short-term and long-term liabilities, cash flow.

ACC 202 - Managerial Accounting (3)

Using accounting information for managerial decisions. Product costing, activity-based costing and activity-based management. Cost behavior and decision making, budgeting, capital investment decisions, performance evaluation. Prerequisite(s); if any: ACC 201.

ACC 301 - Intermediate Accounting I (3)

A study of accounting theory and financial statement disclosure requirements relating to current and long-lived assets. Topics include a review of the accounting cycle, cash, accounts receivable, inventory, property, plant, and equipment, and intangible assets. Prerequisite(s); if any: ACC 201 Meets with ACC 501

ACC 302 - Intermediate Accounting II (3)

Continuation of Accounting 301. 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 301. Meets with ACC 502.

ACC 307 - Accounting Information Systems (3)

Accounting information and technology; elements of an accounting system; internal controls; business processes; documentation; systems planning and analysis; systems implementation and control. Prerequisite(s); if any: ACC 202.

ACC 333 - Cost Management (3)

Decision models and methods for estimation and management of business costs, budgeting, activity-based cost systems, strategic cost management. Prerequisite(s); if any: ACC 202.

ACC 344 - 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, property transactions and calculation of tax liability as well as credits. Prerequisite(s); if any: ACC 201

ACC 403 - Accounting for Multinational Business (3)

Financial instruments, derivatives, hedging, financial statement translation, substantial influence investments, controlled subsidiaries, merger accounting and goodwill, consolidated financial statements in multinational business. Prerequisite(s); if any: ACC 302.

ACC 406 - Forensic Accounting & Fraud Auditing (3)

Integration of accounting, auditing and fraud investigative skills. Resolution of accounting 'irregularities.' Use of auditing case studies for analyzing documents and internal controls, tracing funds, examining business interruption losses, and preserving and preparing evidence.

ACC 411 - Auditing (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. Prerequisite(s); if any: ACC 302

Aging Studies

AGE 101 - Introduction to Aging (3)

Historical overview of aging in the United States; its influence on; the development of current social policies; and the impact of changing demographics on future social and economic policies.

AGE 214 - Biology of Aging (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. BIO 214.

AGE 218 - Rural Elderly (3)

Overview of rural elderly: A study and comparison of issues affecting quality of life.

AGE 273 - Introduction to Aging Network - Community Placement (1 to 3)

Introduction to range of settings in the aging network. Each course focuses on a different setting. Includes in-class and field experience. May be repeated three times in different settings. Prerequisite(s); if any: Permission of Instructor required.

AGE 300 - Select Topics: Aging Studies (3)

Issues affecting older adults such as environmental accessibility, aging in special populations, and administration of services.

AGE 314 - Life Review (3)

History of life review in the study of aging. Students will read research literature regarding life review as a part of the aging process, read life reviews and conduct their own life review projects.

AGE 315 - Aging and Intellectual/Developmental Disabilities (3)

Discusses the intellectual/developmental disabilities (IDD) from a lifespan perspective and wellness approach. Includes discussion of risk factors and prevention options for older persons with IDD.

AGE 320 - Supportive & Senior Housing (3)

An introduction to senior housing. The history, segments of the continuing care system, services provide, and influential factors and financing are described. An ideal housing system and future trends are addressed.

AGE 400 - Select Topics: Aging Studies (3)

Exploration of aging issues through an individualized plan that integrates theory and practical experience.

AGE 411 - Aging and Mental Health (3)

Typical and abnormal emotional and intellectual changes in later life are addressed. Adjustment to disability and treatment (counseling and drugs) are discussed.

Anthropology**ANT 101 - Introduction to Anthropology (3)**

Overview of anthropology, highlighting diversity and global scope of human experience, past and present. Biological anthropology, archaeology, linguistic and cultural anthropology.

ANT 251 - Native American Culture and History (3)

Survey of cultures of native North Americans, from original peopling of the continent to the present. Emphasizes dynamism, ingenuity, and integrity of Native American cultures, and the history of their contact with Europeans.

ANT 415 - Cultures, Health, & Healing (3)

Examination of effects of culture on health and beliefs and the practices related to illness and healing. Prerequisite(s); if any: ANT 101 or SOC 151 or Permission of Instructor.

ANT 449 - Anthropology of Aging (3)

Aging in a variety of cultures. Cultural differences in beliefs and practices related to the aged. Critical evaluation of aging in industrial society and of cultural- bound theories of aging.

Biology**BIO 101 - Anatomy & Physiology I (0, 4)**

Structure and function of the human body, including cells, tissues, skin, and the skeletal, muscular, and nervous systems. May not be taken by biology majors except by special permission.

BIO 102 - Anatomy & Physiology II (0, 4)

A continuation of BIO 101 examining the structure and function of the human body including the endocrine, reproductive, cardiovascular, lymphatic, respiratory, urinary, and digestive systems. Prerequisite(s); if any: BIO 101.

BIO 105 - Fundamentals of Biology (0, 4)

An overview of the most important concepts in biology with an emphasis on concepts that are fundamental to learning biology in more advanced coursework and an understanding of how biology affects our everyday lives.

BIO 113 - Human Genetics (3)

Fundamental principles of human genetics and the social, medical, and moral issues raised by current research in such areas as race, behavior, intelligence, and genetic engineering. (Lecture only). Open to all majors, but may not count as a major elective for biology majors.

BIO 131 - Online Anatomy and Physiology I (0, 4)

This course is an introduction to human anatomy and physiology including basic body terminology, biological chemistry, cellular structure and function, tissues structure and function, and structure and function of organ systems including skin, bone, skeletal muscle and nervous system.

BIO 132 - Online Anatomy and Physiology II (0, 4)

This course is an introduction to human anatomy and physiology including basic body terminology, structure and function of organ systems including endocrine, reproductive, renal, respiratory, digestive, cardiovascular, and lymphatic system. Prerequisite(s); if any: BIO 131 or BIO 101.

BIO 201 - Gross Anatomy (0, 4)

Human anatomy with emphasis on structure and function of the neuromusculoskeletal system of the extremities and back. Laboratory involves examination and identification of these structures through dissection of human cadavers. Prerequisite(s); if any: Open only to students accepted in Occupational Therapy or Physical Therapy programs or with permission of the instructor. BIO 101 and BIO 102.

BIO 202 - Neuroanatomy & Neurophysiology (0, 4)

Study of the structures and function of the human nervous system as a basis for clinical treatment techniques. May not be taken by biology majors except by special permission. Prerequisite(s); if any: BIO 201 or Permission of Instructor.

BIO 203 - Microbiology (0, 4)

Introduction to microbiology with emphasis on pathogenic micro-organisms, their role in disease, their inhibition and destruction; principles and techniques of bacteriology. Not open to biology majors. Prerequisite(s); if any: BIO 101 and BIO 102.

BIO 204 - Basic Microbiology for Health Care Professionals (0, 4)

Basic principles of general and medical microbiology. Lecture and online lab and experiential exercises. Prerequisite(s); if any: BIO 101 and BIO 102

BIO 205 - Human Nutrition (3)

Study of dietary factors required for human growth and health, underlying bases of these requirements, and specific components available to meet these needs. Prerequisite(s); if any: BIO 101 and BIO 102

BIO 211 - General Biology I (0, 4)

Study of life as characterized by cell organization and structure, release and utilization of energy, photosynthesis growth and reproduction, interaction with the environment, Mendelian inheritance, genetic technology, and change over time. Laboratory experiences reflect lectures and expose students to scientific methodology, hypothesis building and testing, various qualitative and quantitative data collection and analysis.

BIO 214 - Biology of Aging (3)

Study of the effects that age related and age associated cellular and organismic changes have on the human aging process. Open to all majors, but may not count as a major elective for biology majors. AGE 214.

Business Administration

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 media models.

BUS 537 - 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 547 - 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.

Business and Management

BUS 123 - Data Application for Business (3)

This course introduces students to the use of spreadsheets in providing data-based solutions to business problems in accounting, economics, finance, and management. The course uses Microsoft Excel and will prepare students for the Microsoft Office Specialist (MOS) Excel 2019 Certification exam. In addition to the basic functions of Excel, the course will focus on visualization of data using graphs and charts, utilization of financial functions, statistical and analytical tools, templates, macros, and other advanced features.

MGT 101 - Introduction to Contemporary Business (3)

Integrative nature of business; dynamic business environment, global markets, ethical behavior, social responsibility, forms of business ownership, and entrepreneurship; includes team training, oral and written business communications, and methods of researching business information.

MGT 103 - Introduction to the Business of Health Care (3)

This course is designed to provide students with an overview of the health care industry, an awareness of the many career opportunities available in the field of health care management, and a working knowledge of basic managerial skills as applied in health care settings. Students will interact with current managers employed in both direct and indirect healthcare settings. They also will learn to apply fundamental accounting, marketing, human resource, finance and leadership skills to address a variety of managerial problems.

MGT 201 - Principles of Organization and Management (3)

Principles of management and organizational theory. Addresses all functional areas of management, emphasizing key management responsibilities of planning, organizing, controlling, leading, and staffing. Also addresses ethical and social responsibilities, change, and global challenges. Prerequisite(s); if any: MGT 101 or MGT 103.

MGT 325 - Management of Technology (3)

Emphasizes competitive advantages of managing information technology, including electronic commerce, data warehousing, data mining, supply chain management, enterprise resource planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisite(s); if any: MGT 201.

MGT 325 - Management of Technology (3)

Emphasizes competitive advantages of managing information technology, including electronic commerce, data warehousing, data mining, supply chain management, enterprise resource planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisite(s); if any: MGT 201

MGT 379 - Foundations of Entrepreneurship (3)

Provides a foundational understanding of the essential role entrepreneurship plays in the 21st century local and global economies with a focus on the creation of new ventures, the ways in which they are developed, and factors associated with their success. Prerequisite(s); if any: MGT 101 or MKT 211.

MGT 428 - Strategic Management and Leadership (3)

Case study course integrating business strategy and policy formulation at the upper management levels. Includes analysis of internal and external environmental factors (i.e., competitive, economic, legal, global, etc.) Ethics, leadership, and social responsibility also addressed. Prerequisite(s); if any: Senior Standing.

MGT 431 - Entrepreneurship Innovation (3)

The incubator for entrepreneurial endeavors guides product or service development; empowers student teams to construct sustainable business models regionally, nationally, and globally through digital advancement; and allows students to promote their creations to a larger audience. Prerequisite(s); if any: MGT 379.

MGT 432 - Entrepreneurship Financing (3)

The accelerator for entrepreneurial endeavors provides essential guidance for legal and incorporation matters; fosters an understanding of appropriate funding opportunities; emphasizes fiscal responsibility; and allows students to promote their creations to a larger audience after advanced assessment of products or services. Prerequisite(s); if any: MGT 431.

MGT 451 - Advanced Management Applications (3)

Capstone course integrating marketing, human resources, finance, and operations functional areas through case study analysis, computer simulation, company tours, and or consulting-type class projects for local businesses. Application of management theory in real-world environment. Prerequisite(s); if any: MGT 201.

MGT 471 - Organizational Behavior (3)

Cases and problems associated with understanding and managing people at work. Emphasis on administrative process and developing human relations skills. Explores the psychological and organizational behavior factors affecting individual and group efficiency. Prerequisite(s); if any: PSY 101 and MGT 201.

MGT 490 - Independent Study (1 to 6)

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

MGT 501 - Management and Marketing (3)

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

MGT 525 - Organizational Behavior (3)

A study of the broad aspects of organizational behavior and implementation of learnings from course material. Focus areas include acquiring the skills to understand the dynamics of people and groups within organizations; the importance of self-assessment and self-awareness in work settings; overview of governance-structure, roles, responsibilities, and alignment as it affects industry; and an overview of managing and motivating individuals and teams.

Business Law

BUL 301 - The Legal Environment of Business (3)

Introduction to the legal system, sources of law, dispute resolution, government regulation of business, law related to employment, the environment, product liability, securities and antitrust.

BUL 302 - Law of Business Organizations (3)

Law of business transactions: contracts, agency, negotiable instruments, insurance, property, and professional liability.

Chemistry

CHE 118 - Chemistry for Nursing Professionals (0, 4)

This course is designed to provide the chemical background and biochemical context needed to move forward in the study of the human body and the nursing profession.

CHE 211 - General Chemistry I (0,4)

Atomic & molecular structure used to develop fundamental principles of physical and chemical properties of all matter. Modern applications of chemistry. States of matter, symmetry, reactivity, kinetics, oxidation/ reduction, acid/base, organic and biochemical structures. Lecture and laboratory. High school chemistry and algebra helpful but not required.

CHE 212 - General Chemistry II (0,4)

Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, nonmetals, organic chemistry, biochemistry. Three hours of lecture/demonstration/ discussion and three hours of laboratory per week. Prerequisite(s); if any: CHE 211

CHE 263 - Introduction to Organic & Biochemistry (0,4)

Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Prerequisite(s); if any: CHE 211.

Communication Arts

CMM 101 - Interpersonal Communication (3)

This course is designed to enable a student to become a better communicator by developing a more sophisticated understanding of the communication process and the opportunities and challenges it presents. We will explore how the style and content of communication influences personal identity, relationships, and goal achievement. The ultimate

objective is to enable the student to optimize his/her strategic communication competencies in order to be better prepared to identify and solve personal, relational, and organizational problems.

CMM 103 - Introduction to Public Speaking (3)

The ability to speak in public is a valuable tool in any career. This course examines fundamental principles of public speaking, focusing on informative and persuasive messages. Students will learn to choose interesting topics, research and organize content, and present speeches using effective vocal and nonverbal delivery skills. Other important elements of this course include an understanding of how to successfully address different audiences, how to effectively use presentation aids, and the role that public speaking plays in our world today.

CMM 325 - Intercultural Communication (3)

This course explores the opportunities and problems encountered when cultural differences complicate the communication process. This includes situations in which there are major differences in ethnicity and nationality, however problems also arise in communication between people who differ on other cultural dimensions, such as variations in gender, ethnicity, religion, social class, occupation, geography/place of origin, age, sexual orientation, and other significant cultural dimensions such as musical preference, and political affiliation. Particular attention will be given to contemporary sources of conflict and problematic relationships, and how to manage and resolve intercultural communication problems.

COM 337 - Health Communication (3)

Role of human communication in various aspects of health care, including patient/caregiver relationships, cultural influences, media coverage, and political, legal, and economic implications. Prerequisite(s); if any: CMM 101 or CMM 103.

Computer Science

CSC 101 - Computer Science I (0,3)

Overview of computer science. Introduction to algorithms, elementary data structures, program design, and programming utilizing a block structured programming language. Lecture and laboratory.

CSC 102 - Computer Science II (0,3)

Continuation of Computer Science 101. Introduction to pointers, linked lists, stacks, queues, and trees. Introduction to sorting and searching algorithms. Lecture and laboratory. Prerequisite(s); if any: CSC 101.

CSC 117 - Microcomputers and Application Software (3)

Introduction to basic terminology and applications of computers including: operating systems, word processing, spreadsheets, and presentation software.

CSC 118 - The Internet: Information Retrieval and Organization (3)

Basic concepts and usage of databases. Understanding and using the Internet with special emphasis on the use of search engines and directories to locate information. Using databases to organize information.

CSC 201 - Discrete Mathematics (4)

First course in abstract mathematical structures with emphasis on material needed for applications to computer science. Introduction to different number systems, data types, computer arithmetic, Boolean algebra, direct and indirect proofs, and mathematical induction. Lecture and Recitation.

CSC 207 - Linux for Security and Forensics (3)

Introduction to the basics of the Linux operating system for Justice Studies, computer forensics, and network security administration.

CSC 217 - Computer Programming for Business Applications (3)

Computer aided problem solving in the business environment. Efficient use of spreadsheet software. Macro programming. Creating solutions from built-in functions and features. Prerequisite(s); if any: CSC 117.

CSC 225 - Introduction to the UNIX Operating System (0,3)

Architecture of UNIX: organization, file system, process management, UNIX Shells and Shell programming, networking, security, and the Internet. Lecture and Laboratory. Prerequisite(s); if any: CSC 101.

CSC 316 - Object-Oriented Programming (3)

Introduction to the object-oriented paradigm of programming. Objects, classes, and inheritance. Prerequisite(s); if any: CSC 101 and CSC 102.

CSC 323 - Introduction to Networks (3)

Topic include network types and communication models, hardware components, applications, protocols, standards, internetworking and routing concepts, OSI Model, TCP/IP, LAN and WAN networking technologies. Prerequisite(s); if any: CSC 101.

Criminal Justice

CRJ 101 - Seminar in Justice Studies (1)

Basic research/writing principles that should be applied to Justice Studies as a field of study. Introduction to criminological research methods and APA.

CRJ 103 - Introduction to Criminal Justice (3)

History, theory, and structure of the criminal justice system emphasizing substantive and procedural criminal law; police, prosecution, defense, courts, institutional and community corrections; juvenile justice subsystem.

CRJ 208 - Ethics in Criminal Justice (3)

We explore the role of ethics in the operation of the criminal justice system. Emphasis is on how to use critical thinking to identify and resolve ethical dilemmas associated with crime control.

CRJ 212 - Policing Theory and Practice (3)

Role of police in American society. Topics include nature of police subculture, professionalism, personnel selection, unionism and operational trends.

CRJ 221 - Issues in Juvenile Justice (3)

Philosophy and methods of criminal justice programs for the prevention and control of youth crime. History of juvenile justice system, police handling of juveniles, the juvenile court, detention, and treatment of offenders.

CRJ 222 - Criminal Justice Communications (3)

Research, writing, oral, and visual communication skills related to criminal justice. Review of ethics, professionalism, and critical thinking involved in the criminal justice communication process. Prerequisite(s); if any: CRJ 103.

CRJ 224 - Corrections Theory and Practice (3)

Overview of probation, jails, prisons, and parole. Incarceration rationales, methods of dealing with offenders, organizational theory, inmate social systems, and program effectiveness.

CRJ 235 - Courts Theory and Practice (3)

Legal origins of American criminal courts, court procedures and trial process, sentencing and appeals. Topics also include roles of prosecution, defense, judges, juries, the media, and the public.

CRJ 250 - Community Corrections and Sentencing Alternatives (3)

Major theoretical and operational concepts related to probation, parole, and alternatives to incarceration at state and federal levels.

CRJ 274 - Theory- and Evidence-based Crime Policy (3)

This course unites theory, evidence, and policy to help students understand why the United States approaches crime control the way it does-and why these approaches keep failing. Students will critically examine the ideological and theoretical foundations as well as empirical evidence of effectiveness for contemporary crime policy and practice. Topics include the evidence-based crime policy movement, what "success" means for crime policy, ideological distinctions in and bases for crime policy preferences, theoretical underpinnings of crime policies, and evaluation research on crime policies. Students will be challenged to propose a multi-pronged approach to a specific crime problem and will need to pitch it in a way that is responsive to ideological resistance.

CRJ 305 - Terrorism (3)

Overview of terrorism and counterterrorism in global and domestic contexts. Introduction to evolving definition and models of terrorism, causes, key events, countermeasures. Origins, structure, and activities of terrorism, and socio-cultural environments that lead to terrorism.

CRJ 307 - Homeland Security and Counter Terrorism (3)

America's National Critical Infrastructures. Safeguarding and managing them when under threat. Key asset identification, threat and vulnerability analysis, risk assessment and management, crisis and consequence management, and related Counter Terrorism technologies. Defense, government-wide, and non-government information systems. Importance of strategic and contingency planning, systems integration, and information sharing.

CRJ 311 - Emergency Management (3)

Overview of the Emergency Management response cycle: Planning, Response, Recovery, and Mitigation. Introduction to FEMA, the Incident Command System, and the National Incident Management System.

CRJ 313 - Corruption and Organized Crime (3)

Development of organized crime in the United States and its impact on social, economic, and political institutions. Special focus on role of corruption as a facilitator of crime. Prerequisite(s); if any: CRJ 103 or equivalent.

CRJ 314 - Modern Techniques in Crime Investigation (3)

Theory and practice of modern investigation methods for public and private sector agencies. Techniques and procedures for evidence collection, preservation, and presentation. Reviews investigation resources, including crime laboratory and databases. Prerequisite(s); if any: CRJ 103 or equivalent.

CRJ 321 - White-collar Criminology (3)

History, definitions, categories, offenders, victims, trends, theories, policies, and societal reactions to corporate and other forms of white collar crime. Prerequisite(s); if any: CRJ 103.

CRJ 324 - Violence in the Workplace (3)

Different types of violence and how they occur in the work setting. Designed to accommodate many different areas of interest, not just law enforcement. Prerequisite(s); if any: Junior Standing.

CRJ 327 - Assessing Evidence in Criminal Justice (3)

Noting how 'evidence' is used and understood differently in the practice versus the study of criminal justice, this course critically examines the purpose, role, uses, sources, and credibility of evidence across both domains. After considering what evidence is and is not, the types of questions for which evidence is needed, and the complementary roles of evidence and logic in answering criminal justice questions and being a critical consumer of criminal justice claims, the course focuses on how evidence is used in the practice of criminal justice and how evidence is used in criminological research.

CRJ 335 - Cybercrime Law and Investigations (3)

Cybercrimes, including computer crimes, Internet fraud, e-commerce, and threats to the national infrastructure. Policies, legal issues, and investigative techniques and strategies, and implications for investigation and enforcement on a global scale.

CRJ 342 - Law and Justice (3)

We, the People, through the Constitution, empower the government to enact and enforce criminal laws in the United States. This course explores the inherent tension between enforcement powers and the substantive and procedural rights of those who grant said powers.

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

Policing, court, and correctional systems can vary drastically from one country to the next, with potentially serious consequences to a visitor unfamiliar with how a nation's justice system works and interacts internationally. Student research, both at the macro and micro level, will expose such differences- and commonalities- existing between countries around the world. This course will also examine topical issues, such as terrorism, and world events, such as the Olympics, to determine how respective criminal justice systems are impacted. Prerequisite(s); if any: CRJ 103.

CRJ 358 - Introduction to Intelligence Studies (3)

Foundational aspects of intelligence studies. Collection and analysis of intelligence information from the perspective of national security, law enforcement and business. Prerequisite(s); if any: CRJ 103.

CRJ 373 - Data Intelligence (3)

This course introduces the concept of data analysis as students make the connection between computational outputs, social media, and multi-platform communication. Concepts, tools, and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of information gathering tasks. Students will use data and written and visual analysis to explore larger regional questions. Students will take part in weekly data sprint exercises before choosing one criminal justice-related topic to investigate for the semester. Students will also be responsible for creating one multimedia project for their final grade.

CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)

Data-driven, evidence-based crime policy and practice. Whether responding to incidents as they unfold, trying to determine places and times experiencing a disproportionate amount of crime, or guiding the efficient allocation of limited policing resources, crime analysis now plays a central role in American policing at the local, state, federal, and international levels. This class focuses on pattern identification and problem analysis, focusing on identifying short-term crime problems and understanding long-term problems. Students will learn how to collect, organize, analyze, and interpret quantitative and qualitative data using primary and secondary data sources and research techniques, as well as how to present analytical results effectively.

CRJ 382 - Administrative Issues in Criminal Justice (3)

Issues in the organization and management of criminal justice agencies, including police departments, prosecutors offices, courts, jails, prisons, and community corrections.

CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)

The United States has historically linked race and ethnicity to crime and justice. While public perceptions and media images reinforce the notion that most criminals are racial/ethnic minorities, research consistently documents that the average criminal is white. Much theory and research, moreover, paints a picture of the U.S. criminal justice system that is plagued by racism and discrimination. In this course, students will be exposed to credible evidence on connections between race/ethnicity/immigration and crime/justice. Students will also examine contemporary policy issues such as mass incarceration and over-policing of ethnic and racial minorities and then challenge popular and historical misperceptions, such as how crime is a "black problem," that being a racial/ethnic minority predisposes people toward criminality, how people convicted of crime have only themselves to blame, or that we have done enough already to our criminal justice system to ensure fair and just treatment for all.

CRJ 461 - Proseminar in Justice Studies (3)

Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience.

CRJ 470 - Criminal Justice - Internship (3 to 6)

Participation on staff of criminal justice agency under co-supervision of faculty and agency personnel. Field experience, weekly readings, online discussions, and writing assignments designed to combine theory and professional practice. Prerequisite(s); if any: Permission of Instructor.

CRJ 475 - Senior Project (3)

Senior level research project on policy issue determined after consultation with faculty supervisor. Prerequisite(s); if any: Permission of advisor is required.

Cybersecurity

CYB 101 - Introduction Into Cybersecurity (3)

The purpose of this course is to introduce students to the basic concepts of cybersecurity. Students will develop a baseline understanding of information systems, how to secure and protect them, and how they can be compromised. Through a combination of lectures and hands-on labs and exercises, students will explore topics including internet security, vulnerability, privacy, policies/procedures, malware, firewalls, cyber threats, cybercrimes, and legal and regulatory issues in cybersecurity.

CYB 107 - Computer Hardware and Peripherals (3)

Computer hardware and peripherals and other digital media used in commission of cyber-crimes. Hands-on examination of devices, including building, configuring, upgrading, troubleshooting, diagnosis, and repair.

CYB 125 - Programming for Cybersecurity (3)

This course provides fundamental instruction on the application of programming languages relevant to the cybersecurity domain. The course explores the impact that computer code has on the implementation, monitoring, and securing of computer systems against attacks and unauthorized access from a cybersecurity professional's perspective. Students will design, apply, and execute relevant tasks through hands-on assignments. Students will use both the Windows and Linux operating system platforms to perform these tasks. Prerequisite(s); if any: CYB 101.

CYB 201 - Introduction to Cyber Operations (3)

This course provides introductory guidelines for cyber operations that include examining networks and data under attack, studying the operation of network protocols and services, and analyzing the network infrastructure. Students are introduced to methodologies and techniques used to prevent network access and attacks. Students investigate endpoint vulnerabilities and attacks while identifying network security alerts and analyzing network intrusions. Incident response models used to manage security incidents are discussed. Prerequisite(s); if any: CYB 107.

CYB 205 - Software Foundations for Cybersecurity (3)

Overview and exploration of software and technology foundations for cybersecurity and information assurance majors. Prerequisite(s); if any: CYB 107.

CYB 228 - Cyber Technology for Criminal Justice (3)

Introductory concepts related to the influence of cyber technologies on the modern criminal justice organization. Topics include information technology, cybersecurity, social networking, cloud computing, cryptography, data hiding, anonymity, and surveillance.

CYB 233 - Information Security (3)

This course explores the fundamental knowledge required of any cybersecurity role. Through lectures and hands-on labs and exercises, students will develop the problem-solving skills required to determine the security posture of an enterprise environment and suggest and implement security solutions, monitor and secure hybrid environments, and identify and respond to security events. Students will also examine applicable laws, regulations, and policies necessary to maintain compliance. Prerequisite(s); if any: CYB 101.

CYB 237 - Network Security (3)

In this course, students develop the knowledge and skills necessary to implement and manage secure wired and wireless networks. Students will explore the fundamentals of designing and implementing secure networks to ensure business continuity. Students will learn to identify the strengths and weaknesses of existing network configurations and implement appropriate network security, protocols, and standards Prerequisite(s); if any: CYB 107 and CYB 233.

CYB 331 - Cloud Security (3)

In this course, students will explore fundamental concepts of cloud security. Students will develop the knowledge and skills required to set up and automate secure cloud environments to support various business systems and data. The course will examine various platforms and techniques to secure and protect data and critical applications in cloud environments. Prerequisite(s); if any: CYB 233.

CYB 338 - Applied Cryptography (3)

The purpose of this course is to provide students with a basic ability to understand where and how cryptography is applied in both public and private organizations. The course will cover basic codes and ciphers along with modern and advanced cryptographic techniques. Topics to be covered in this course include: symmetric and asymmetric cryptography, public key cryptography, file hashing, digital signatures, wireless encryption techniques and steganography. Prerequisite(s); if any: CYB 233.

CYB 339 - Cyber Operations Tools (3)

Students will learn how to develop, run, and analyze the output of computer programs and scripts for cyber operations, cybersecurity, and computer forensics applications and about how to develop a virtualized computing environment that will be used to work with cyber operations tools. Prerequisite(s); if any: CYB 125 and CYB 237.

CYB 348 - Information Assurance Risk and Compliance (3)

This course examines the laws, regulations, common policies, and procedures related to information assurance, compliance, standards, and risk. Topics addressed in the course cover information assurance risk assessment and management from private industry and government perspectives. Students will explore information assurance risk management and compliance in various realms such as healthcare, finance, and privacy. Prerequisite(s); if any: CYB 233.

CYB 355 - Digital Forensics I (3)

This course explores practical methodologies for digital forensic examinations and intrusion detection. Students will learn how to acquire, authenticate, recover, and analyze forensic data to track user activity. Industry-leading tools are used to perform an in-depth analysis of Windows operating system artifacts providing students with the necessary skills to investigate a multitude of incident types Prerequisite(s); if any: CYB 205.

CYB 356 - Digital Forensics II (3)

This course explores advanced topics in digital forensics. Students will develop the skills in digital forensics required to identify and track malicious activities performed during an intrusion. Students will use industry-leading open-source tools for memory analysis, timeline creation, and identification of anti-forensics. Prerequisite(s); if any: CYB 237 and CYB 355.

CYB 362 - Information System Threats, Attacks, and Defense (3)

Examine methods and motives of cyber-security incident perpetrators, and discover the countermeasures employed by organizations and agencies to prevent and detect those incidents. Discuss the ethical obligations of security professionals. Prerequisite(s); if any: CYB 205 and CYB 237.

CYB 435 - Mobile Device Forensics (3)

This course presents students with concepts and processes required to develop and execute a Mobile Forensics investigation. The student will interpret and execute tasks related to cellular device data storage; cellular network functionality; evidence collection, preservation, and examination techniques; results verification; and the forensic process. Students will select and evaluate mobile forensic tools through hands-on practical exercises and research presentations. This course constructs foundational knowledge for the digital forensic investigator and practitioner. Prerequisite(s); if any: CYB 233, CYB 355, and CYB 356.

CYB 438 - System Vulnerability Assessment (3)

This course addresses the theory and practice of penetration testing from scoping and information gathering through reporting. Students will identify and exploit host and network vulnerabilities; simulating the real-world activities of malicious threat actors. Prerequisite(s); if any: CYB 339 and CYB 362.

CYB 439 - Malware Analysis (3)

This course explores foundational concepts in the analysis of malicious software. Students will examine how malware is constructed, anti-virus technology, and how to analyze malware. Prerequisite(s); if any: CYB 125 and CYB 362.

CYB 445 - Incident Response and Forensic Investigations (3)

This course presents students with concepts and processes required to develop and execute an incident response and forensic investigation plan. The student will experiment with basic understanding of incident response capabilities, evidence handling procedures, and remediation. Students will test security tools and technologies through hands-on practical exercises and research presentations. This course builds foundational knowledge for incident response and network forensics practitioners. Prerequisite(s); if any: CYB 362.

CYB 455 - Cybercrime Investigations and Forensics III (3)

Theory and techniques for tracking attackers across the Internet. Practical exercises from case studies of Internet-based crimes. Prerequisite(s); if any: CYB 356.

CYB 457 - Network Forensics (3)

The purpose of this course is to provide students with an understanding of the technology, procedures, laws, regulations, and ethics related to network forensics. Prerequisite(s); if any: CYB 356.

Economics

ECN 131 - Principles of Microeconomics (3)

Principles of economics with major emphasis on the theory of the market system (microeconomics), the economics of international trade, and current economic problems.

ECN 141 - Principles of Macroeconomics (3)

Principles of economics with major emphasis on the system as a whole (macroeconomics) and the role of government through fiscal, monetary, and other policies to maintain full employment without inflation.

ECN 241 - Statistics (3)

Application of statistical methods to decision making. Topics include descriptive statistics, probability, binomial and normal distribution, confidence intervals, hypothesis testing, and linear regression.

ECN 343 - Money and Banking (3)

Introduces student to general principles of banking and theories of money. Subjects covered are organization and control of the banking system, commercial bank functions and operation, monetary theory. Students may not take both Economics 343 and FIN 343 for credit. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 375 - Health Economics (3)

Economic problems faced by health care industry. Production of health care, market for health care, impact of health insurance, and role of government regulation. Prerequisite(s); if any: ECN 131.

Education

EDU 314 - Children's Literature (3)

Survey of children's and adolescent literature with special emphasis on criteria for book selection. Traces history of children's books, conducts an in-depth appraisal of Newberry and Caldecott Award winners, presents concept techniques of bibliotherapy.

English

ENG 101 - Written Communication I (3)

Students will practice organizing, composing, and revising expository writing with purpose, audience, and context in mind. Students will practice reading critically. Students will practice identifying and using conventions of academic English.

ENG 102 - Written Communication II (3)

Students will practice planning, developing, and executing an extended written research project. Students will practice evaluating, synthesizing, documenting, and integrating sources. Students will be introduced to discipline-specific conventions in order to organize, compose, and revise research papers.

ENG 135 - Introduction to Literature (3)

Study of literary genres: fiction, poetry, drama, and basic strategies for better understanding and enjoyment.

ENG 313 - American Social Dialects (3)

A practical introduction to the study of geographic, social, and urban dialectology with an emphasis on the relationship to the students' field of interest such as social work, sociology education, and others. Prerequisite(s); if any: ENG 102

Finance

FIN 333 - Corporate Finance (3)

General principles of business finance as related to small or medium-sized corporation, pertinent phases of government regulation and effects of general business conditions on financial plans and operations. Promotion, methods of raising fixed capital, various types of securities, administration of income, expansion, and financial difficulties. Prerequisite(s); if any: ACC 201.

Financial Crime Compliance Management

FCM 232 - Financial Crime Theory (3)

Typology of economic crime. Study of theory, causation, and victimization relating to economic crimes.

FCM 334 - Financial Crime Investigation (3)

White collar crime in the United States. Emphasizes investigatory techniques related to these types of crime. Prerequisite(s); if any: CRJ 103.

FCM 336 - Information Privacy (3)

Principles of privacy relating to non-public personal information and proprietary business or government information, including policy issues; legal, regulatory and business controls; and best practices. Prerequisite(s); if any: CRJ 103 or Permission of Instructor.

FCM 343 - Law of Financial Crime (3)

Government and judicial regulations of financial institutions, commercial entities, their agents, and employees in relation to economic and business crime. Constitutional issues in investigations by governmental and corporate entities in both a substantive and procedural context.

FCM 347 - Fraud Prevention and Detection Technologies (3)

Types of proactive technology programs and tools used to prevent and detect the occurrence of fraud in face-to-face transactions, e-commerce and e-business. Includes development and implementation of business models for production of prevention and detection products and techniques.

FCM 353 - Fraud Prevention Techniques (3)

Methods and techniques for fraud prevention, including assessment for risk of fraud, fraud controls, data mining and data security. Regulatory mandates and best practices. Prerequisite(s); if any: FCM 232.

FCM 354 - Payment Systems and Fraud (3)

Study of modern payment systems from global perspective. Exposure to fraud within payment systems. Techniques for fraud prevention, detection, and investigation. Prerequisite(s); if any: FCM 232 or Permission of Instructor.

FCM 365 - Money Laundering and Threat Financing (3)

In-depth focus on specific area of economic crime. Theory and methodology, including typical fraud schemes, case studies and investigative best practices. Course may be taken twice if student studies different topic. Prerequisite(s); if any: FCM 232 and FCM 334.

FCM 444 - Fraud and Compliance Operations (3)

Processes and procedures unique to operationalization of fraud prevention, detection, and investigation functions in both public and private organizations, including compliance mandates. Prerequisite(s); if any: FCM 232, FCM 334 and FCM 353.

Geology**GOL 105 - Society, Earth, and the Environment (3)**

Relationship of society to the earth. Examination of natural phenomena, such as earthquakes, landslides, flooding, and volcanic activity and how they affect mankind. Analysis of past and present occurrences as a means of predicting future disasters. Study of the technology, sociology, and politics of pollution, energy and resources.

GOL 105L - Society, Earth, and Environment Lab (1)

Hands-on exercises to understand natural hazards and their impacts, past and present occurrences as a means of predicting future disasters, and the technology, sociology, and politics of pollution, energy and resources.
Corequisite(s): GOL 105.

Health Studies

HLS 101 - Introduction to Health Professions (1)

Orientation to health care professions, including history and philosophy, ethics, development of health care teams, professionalism and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

HLS 103 - Introduction to Health and Health Related Professions (3)

Orientation to health care professions, including history and philosophy, ethics, development of health care terms, professionalism, and professional organizations, communication, patient rights, practice arenas, and wellness concepts.

HLS 203 - American Sign Language I (3)

Basic receptive and expressive language skills in American Sign Language (ASL) including signs, grammar, syntax and finger spelling. Deaf history and culture.

HLS 245 - Human Development Across the Life Span (3)

Study of normal sequences of neuromuscular, perceptual, socio-cultural development, and their relationship to behavior from infancy through old age. Recognition of development and life tasks in developmental continuum. Students may not also take PSY 223 for credit.

HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)

Introduction to the field of healthcare advocacy and navigation. Overview of the healthcare system, health care professional-patient relationship, alternative treatment options, medical records, consumer safety, advocacy ethics, and interpersonal skills with healthcare consumers.

HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)

Introduction to marketing basics and best practices, all within the healthcare environment. Students will learn how to market their healthcare advocacy/navigation skills to increase their employability potential.

HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)

Reportable communicable diseases, their effect on the community and the public health of families and individuals. Discussion of various prevention methods and tracking.

HLS 309 - Medical Conditions and Implications (3)

Medical conditions across the lifespan. Implications for function, medical management, and precaution for safety in practice. Completion of PSY 223 or HLS 245 prior to enrollment strongly recommended. Prerequisite(s); if any: BIO 102.

HLS 313 - Physical Health & Wellness (3)

Overview of cardiovascular endurance, strength, flexibility, and body composition. Analysis and prescription of personal fitness, goals, and lifestyles. Includes special and at-risk population exercise prescriptions and how to perform health assessments.

HLS 331 - Adapted Sports (3)

Explores fundamentals associated with engaging in a variety of sports adapted for individuals with conditions or disabilities, including basketball, rugby, curling, football, golf, tennis, track and field. Includes program development, grant writing, and experiential learning. Corequisite(s): HLS 309.

HLS 337 - Care of the Human Spirit (3)

Relationship between spirituality and health and its relevance to professional practice.

HLS 354 - Healthcare Topics in Media (3)

Critical analysis and interpretation of current topics in the field of health studies using sources of audio-visual media including theatrical movies, documentaries, web-based video and television programs.

HLS 381 - Kinesiology (0,3)

Science of human motion, including basic anatomic and mechanical principles. Prerequisite(s); if any: BIO 101 and BIO 102.

HLS 401 - Senior Seminar (3)

Critical analysis of current health science topics, integrating previous learning, culminating in a capstone project.

HLS 411 - Principles of Healthcare Reimbursement (3)

This course will outline how reimbursement systems affect providers, payers, and consumers. Explanation of Medicare, Medicaid, private pay, private insurance plans, health maintenance organizations and prevention of insurance denials/explanations of benefits will be provided. Prerequisite(s); if any: HLS 301 or HLS 305.

HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

Explore current topics including shared decision making, defensive medicine, health literacy, medical decisions, medical conditions, medical practice, health consumer education, consumer lifestyle, and over-treatment/medical emergencies; various case studies/blogs will be utilized. Prerequisite(s); if any: HLS 301 or HLS 305.

HLS 419 - Healthcare Advocacy and Navigation Seminar (3)

Explore the not-for-profit and for-profit environments that utilize healthcare advocates and navigators; overview of their mission and roles. Specific laws, insurance requirements, and financial needs to be explored; field experiences in community. Prerequisite(s); if any: HLS 301 and HLS 305.

HLS 445 - Clinical Research (3)

Research methods employed in clinical settings. Quantitative and qualitative methods; research designs related to clinical situations. Prerequisite(s); if any: MAT 112 or PSY 211/SOC 211; junior/senior standing.

History

HIS 165 - Europe and the World (3)

World history from a European perspective. Developments in Europe in a cross-cultural context and their influence on other parts of the world.

International Studies

IST 101 - World Regional Geography (3)

Interdisciplinary survey of world geography and cultures. Overview of the physical, political, and economic geography of world regions.

IST 225 - Chinese Civilization and Culture (3)

Introduction to ancient and modern Chinese culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Chinese language required.

IST 226 - Traditional Chinese Medicine (3)

Cultural, historical, and literary contexts of Traditional Chinese Medicine. Introduction to medical terminology, principles, concepts, diagnosis and various therapeutic modalities. Ethnographic approach with some comparison of Chinese and Western medical theory and practice.

IST 235 - Russian Civilization and Culture (3)

Introduction to ancient and modern Russian culture as evident in literature, art, music, education, marriage, health care, and other areas. No knowledge of Russian language required

Interprofessional Education

IPE 102 - Introduction to Interprofessional Education (1)

This introductory course is for students as they enter their health-related majors and are beginning to form their identities as future healthcare professionals. This course will explore the interprofessional education collaborative core competencies of values and ethics, roles and responsibilities, communication, team, and teamwork. This course is mandatory for freshman and sophomore students admitted to health studies, occupational therapy and health studies, physical therapy majors and an appropriate elective course for students interested in nursing and other healthcare fields.

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 University 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

Journalism Studies

CMM 181 - Intro to Mass Communication (3)

The mass media play a significant role in your life. Books, newspapers, magazines, movies, music, radio, television, and the Internet are sources of information and entertainment that provide a shared cultural experience. The mass media have also historically shaped our economy and continue to be powerful channels for commerce. Introduction to Mass Communication inspires you to look at the mass media from a historical and critical perspective, and encourages you to become an informed consumer of media.

JLM 371 - Data and Story (3)

Data and Story introduces the concept of data journalism as students make the connection between computational outputs, social media and multiplatform storytelling. Concepts, tools and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of story and information gathering tasks in the greater Utica area. Students will use data and written, aural or visual storytelling to explore larger regional questions.

Marketing

MKT 211 - Principles of Marketing (3)

Basic marketing principles and practices including: marketing functions and policies, consumer demand, distribution channels; branding, promotion and advertising, pricing, place and location, ethics, global, economic, and legal implications.

Mathematics

MAT 107 - Excursions in Mathematics (3)

Basic principles and techniques of mathematics. May include theory of sets, logic, number theory, geometry, probability and statistics, consumer mathematics. Emphasis on unity of thought and consistency of approach to problem solving. History and relevance of mathematics for growth of civilizations. Prerequisite(s); if any: MAT100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or Permission of Instructor.

MAT 112 - Basic Statistics (3)

For non-mathematics majors. Probability theory topics, binomial distribution, normal distribution, descriptive statistics, frequency distribution, measures of central tendency, hypothesis testing. Confidence intervals, correlation, and prediction. Prerequisite(s); if any: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor. Students may not also take for credit PSY 211, ECN 241 or SOC 211 for credit towards Core Goal 4: Quantitative Reasoning.

MAT 124 - Intermediate Algebra (3)

Operations with polynomials, solution of equations and verbal problems, exponents and radicals, quadratic equations, systems of linear equations, graphing techniques. Mathematics 124 may not be taken for credit after receiving a grade of C or better in Mathematics 151 or above. Prerequisite(s); if any: MAT 100 or satisfactory performance in Mathematics Placement Test administered by the mathematics department, or Permission of Instructor.

MAT 143 - Mathematical Analysis for Business & Economics I (3)

For business and economics majors. Topics include algebra, analytic geometry, applications, elements of linear programming, and mathematics of finance. Prerequisite(s); if any: MAT 124, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 147 - Mathematics for Cyber Security (3)

This course is for Cybersecurity majors. The topics covered include set theory, logic, modulo arithmetic, cryptography, combinatorics, graph theory, number systems, and algorithms. Prerequisite(s); if any: MAT 100 or satisfactory performance in mathematics placement test administered by mathematics department.

Music

MUS 115 - Introduction to Music (3)

Introductory study covering a variety of types of music, including works by major composers from various historic periods. Emphasis on development of structured listening based on the elements of music.

Nursing

NUR 311 - Socialization to Professional Nursing (3)

Sets the foundation for professional practice that is built upon throughout the curriculum. Students are introduced to all aspects of the nursing profession, including an overview of nursing roles, theory, and professional practice.

NUR 312 - Leadership and Informatics in Professional Nursing (3)

Differentiates nursing leadership from nursing management and describes how nurses lead professionally. Additionally this course will explore the impact of informatics and technology on nursing, patient care, and health care delivery. Prerequisite(s); if any: NUR 311, except for RN to BS program.

NUR 321 - Foundations for Nursing Care (0 to 4)

Foundations of nursing practice and the nurse-patient relationship. The essential elements of caring, critical thinking, teaching, assessment, communication and professionalism are addressed. Includes lab and clinical.

NUR 325 - Health Assessment in Professional Nursing Practice (3)

Allows practicing nurses to broaden their skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. Focus is on well individuals with reference to illness for comparison.

NUR 326 - Health Assessment (0 to 3)

Provides opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span.

NUR 332 - Pathophysiology (3)

Basic principles and processes of pathophysiology, including cellular communication, genetics, forms of cellular injury, fluid and electrolytes, acid - base balance, immunity, stress, coping, illness and tumor biology.

NUR 333 - Pharmacology (3)

Information for safe, effective nursing care related to pharmacology. Covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, interactions with other drugs, herbs, food and treatment of overdose and antidotes. Prerequisite(s); if any: NUR 332, except for RN to BS program.

NUR 346 - Care of Populations and Communities (1 to 2)

Health of populations and communities through study of epidemiology, health promotion and disease prevention across the life span. The influences of environment, genetics, culture, economics, and access to care are analyzed.

NUR 347 - Care of Populations and Communities in Professional Nursing Practice (3)

Health of populations through epidemiology, health promotion and disease prevention. Environment, genetics, culture, economics, and access to care are analyzed. Includes a community practice experience. Students may not also take NUR 346 for credit.

NUR 365 - Care of the Obstetric Population (0 to 3)

Maternal, paternal, fetal/neonatal physiologic and psychosocial responses to childbearing. Family theory provides framework for interpreting and understanding the way the family adjusts to pregnancy, birth, and the addition of the newborn.

NUR 366 - Care of the Aging Population (0 to 3)

In depth look at older adults who constitute a majority and growing proportion of people who receive nursing care. Includes learning strategies to assist the aging population to maintain optimal health with chronic illness.

NUR 371 - Medical/Surgical Nursing Care I (0 to 5)

Builds upon theoretical concepts, integrating the nursing process to facilitate individual and family adaptation to acute stressors within medical-surgical nursing. Common physiological and psychosocial stressor and related principles of care management are explored. Prerequisite(s); if any: NUR 321.

NUR 411 - Health Policy Management in Professional Nursing (2)

Nursing management in practice, education, political and community settings. Emphasizes the essential elements of management, including different management techniques and routine tasks such as budgeting, planning, supervision and delegation. Prerequisite(s); if any: NUR 312, except for RN to BS program.

NUR 412 - Trends in Professional Nursing (2, 3)

Preparation for the transition from student to professional baccalaureate generalist nurse. Trends and issues regarding nursing education, research, and practice are analyzed within a historical, social, and multicultural systems framework. Prerequisite(s); if any: NUR 411. Corequisite(s): NUR 471 and NUR 473.

NUR 413 - Trends and Issues in Professional Nursing Practice (3)

Focuses on trends and issues confronting nurses, emphasis on role of bachelor's prepared nurse. Students will participate in a practice experience requiring application of leadership abilities in practice setting.

NUR 421 - Medical/ Surgical Nursing Care II (2)

Focuses on increasing complexity of illness, the nursing process in the adult population, complex physiological and psychosocial stressor, and related principles of patient care management. Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 423.

NUR 423 - Senior Nursing Care Seminar Lab I (1)

Seminar based course which explores patients scenarios through case studies, laboratory experiences, and simulation. Students work in teams to analyze patients' situations and develop critical thinking skills in the effective delivery of holistic patient care. Prerequisite(s); if any: NUR 371. Corequisite(s): NUR 421.

NUR 444 - Care of Populations with Psychiatric Concerns (0 to 3)

The nurse client relationship and therapeutic communication techniques as they relate to those with mental health considerations. Neurobiological processes and therapeutic techniques.

NUR 445 - Introduction to Research Methods and Design (3)

The course introduces students to the scientific method that provides a foundation for evidence based practice in nursing. Critical elements of the research process will be taught, discussed, and applied using published research studies. Emphasis will be placed on scientific integrity and maintaining ethical standards. Students develop the skills needed to become critical consumers of research literature and participants in the research process.

NUR 446 - Care of the Pediatric Population (0 to 3)

The nurse's role in promoting adaptation in the childbearing family. Particular stressors include perinatal complications, well-child health promotion, and childhood illness.

NUR 465 - End-of-Life and Palliative Care Practice (2)

End of life issues, palliative care, and complementary therapies. Physical, psychological, social, and spiritual concerns of patients and families as they relate to pain and comfort care, and end-of-life decisions.

NUR 471 - Advanced Medical/ Surgical Nursing (2 to 3)

Integration of theoretical, clinical, and professional concepts to provide care for patients with complex health issues. Emphasis on assessment, differential diagnosis, pathophysiology, pharmacology, critical thinking skills, and clinical judgement. Prerequisite(s); if any: NUR 421. Corequisite(s): NUR 473 and NUR 412.

NUR 473 - Senior Nursing Care Seminar Lab II (1)

Nursing care, communication within healthcare teams, delegation of care, and cultural, legal, and ethical implications. The role of the registered professional nurse as leader in the management of patient care. Prerequisite(s); if any: NUR 421, NUR 423. Corequisite(s): NUR 471 and NUR 412.

NUR 503 - Health Promotion and Equity Across Lifespan (3)

This course focuses on the determinants of health, and explores the influence of economics, environment, genetics, race, culture, and healthcare access on the health of individuals, families, and communities. The role of the nurse in promoting health and preventing disease across the life span is explored with an emphasis on social justice and health equity.

NUR 504 - Pathophysiology for the Advanced Generalist (3)

This course will explore pathophysiology theory and evidenced-based research across body systems within the human lifespan to provide the advanced generalist nurse with a foundation to developing advanced diagnostic reasoning and clinical management skills in clinical settings.

NUR 509 - Scholarly Inquiry and Evidence-Based Practice (3)

This course compares and contrasts the Scholarship of Discovery (Research) with the Scholarship of Application (Evidence-Based Practice Improvement), including their different purposes and methods of inquiry. You will learn how to read and critique different types of evidence, including research and clinical practice guidelines with an eye towards its application to practice. The course will culminate in a critical evidence review on a focused clinical question with recommendations for practice that will serve as a basis for continued project development in Capstone Seminars I & II.

NUR 511 - Health Assessment for the Advanced Generalist (3)

This course provides the opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of clients across the life span. 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; written and oral presentation of findings.

NUR 512 - Leadership Development in Professional Nursing (3)

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. Legal and ethical issues in leadership and management, as well as the significance of political and legislative processes and advocacy are examined. Students will analyze complex leadership and management issues common to nursing using various modes of inquiry, the nursing process, and leadership theory.

NUR 515 - Pharmacology for the Advanced Generalist (3)

This course presents pharmacology for the advanced generalist nurse. This course will provide information for safe, effective nursing care related to pharmacology. This course covers actions, uses, administration alerts, pharmacokinetics, pharmacodynamics, adverse effects, contraindications, interactions with other drugs, herbs and food, and treatment of overdose and antidotes.

NUR 588 - Organizational Leadership & Role Development of the Advanced Practice Nurse (3)

This course focuses on the knowledge and skill essential to understand the economies of care, business principles, and navigation to affect change in diverse health care systems. It will prepare students to conceptualize a new advanced practice role in the discipline of nursing. Leadership theory, styles, contemporary approaches and strategies will be explored.

NUR 603 - Quality Improvement & 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 evidenced-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 606 - Healthcare Informatics (3)

This course provides an introduction to the knowledge, background, application, and evaluation of healthcare informatics and technologies at all levels of healthcare system. Students will learn how to use information technology to communicate and manage care with a patient centered focus for diverse patient populations. Data and evidenced based communication and information technology initiatives will be analyzed to support delivery of safe, high-quality, and efficient care within the legal, ethical, and regulatory standards. Internal and external influences will be explored on outcomes, workflow, interoperability, access, and financial impact at all system levels.

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 & 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 applies to advance practice nursing.

NUR 609 - Nursing Research & 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 610 - Nursing Capstone Project Seminar (2)

This course is designed to assist generalist advanced practice nursing students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based practice improvement (EBPI) project related to a selected aggregate, population or health care system. In addition, students will apply intra and interprofessional concepts and strategies in developing the Proposal. Content will focus on theory, principles and application related to developing an area of interest that is an improvement priority for an organization, engaging stakeholders, and describing a clinical initiative. Once the clinical initiative is determined, student teams will create a focused clinical question (PICO) to guide a search for and critical analysis of best evidence to answer the clinical question. Student teams will write the first part of an evidence-based practice improvement (EBPI) proposal reflecting synthesis of the

best available evidence on the team's clinical question, and determine whether or not there is sufficient quality evidence for application to practice. The organizational assessment and development of a clinical question will be completed in conjunction with the student's clinical experience in NUR 471 or NUR 346.

NUR 611 - Advanced Health Assessment & 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: NUR 604.

NUR 612 - Advanced Health Assessment & 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: NUR 611

NUR 613 - Health Policy & 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 - Statistical Analysis & 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: 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: NUR 604 and NUR 615.

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: NUR 607.

NUR 620 - Nursing Capstone Project Seminar II (2)

This course builds on the first part of the Capstone Project, completed in Capstone Seminar I (NUR 610) and is designed to assist generalist advanced practice nursing students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based practice improvement (EBPI) project related to a selected aggregate, population or health care system. Part II of the project entails the development of a full proposal that would guide a clinical agency in implementing an evidence-based improvement. In addition, students will apply intra and interprofessional concepts and strategies in developing the Proposal. Content will focus on theory, principles and application of those in relation to engaging stakeholders, mentoring, process and outcomes measurement, methods of implementation, and evaluation of sustainability.

NUR 621 - Health Promotion & 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 developmental 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: NUR 611, NUR 615 and NUR 995.

NUR 622 - Health Promotion & 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: NUR 616.

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.

NUR 624 - Teaching Learning Practicum (1, 2)

This course will examine and implement the nurse educator role in 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: NUR 617 and NUR 623.

NUR 625 - Health Promotion & 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: NUR 622. Corequisite(s): NUR 634.

NUR 626 - Transition to Professional Nursing Practice (6)

This course facilitates the progression from student nurse into the professional role of the master's generalist nurse. It prepares students to analyze current issues in nursing including healthcare trends, quality improvement application, and healthcare legislation and advocacy. Clinical transition experiences will support safe, quality, and fiscally sound care across diverse settings.

NUR 627 - Organizational Theory & 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 - Innovative Leadership 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 & 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 & 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: NUR 631.

NUR 633 - Health Care Finance & 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. Corequisite(s): NUR 625.

NUR 635 - Global Health, Equity, and Responsibility of the Nursing Profession (3)

This course utilizes an epidemiological approach to examine global health challenges and policies. Current and emerging health priorities related to improving health and achieving health equity for all people worldwide will be explored. This includes emerging infections, chronic and communicable diseases, poverty, social and economic conflicts, crises and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Incidence, prevalence and tracking systems are implemented. The United Nation's Sustainable Development Goals, the World Health Organization's effort to promote health, and the holistic responsibility of the nursing profession are integrated, synthesized, and evaluated as they pertain to addressing global health inequities and health promotion.

NUR 637 - Mediation, Conflict Resolution, & 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: NUR 604 and NUR 611.

Philosophy

PHI 107 - Ethics (3)

A critical and historical study of the major ethical theories from the period of Plato to the present. Analysis also of problems present in the construction of ethical theories, the nature of moral judgment, and moral evaluation.

PHI 108 - Professional Ethics (3)

This course examines ethical dilemmas encountered by professionals at work. Journalism, health care, law, education, computer science/information technology and public relations all provide examples.

PHI 385 - Healthcare Ethics (3)

Designed to benefit healthcare professionals, this course explores current issues in medical ethics. It focuses on development of moral reasoning and decision making skills, and on the relationship between ethical theory and medical policy.

PHI 386 - Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 586.

Physics

PHY 151 - General Physics I (0, 4)

Introduction to principles of kinematics, dynamics, machines, energy, momentum, heat, oscillations, waves, sound, and fluids. Applications to biomechanics and to energy generation, storage, and transfer. Lecture and three-hour laboratory. Prerequisite(s); if any: One of the following: MAT 124 or MAT 151 or MAT 201 or placement into MAT 151 or MAT 201 or higher on the Utica University Math Placement test.

PHY 152 - General Physics II (0, 4)

Introduction to principles of electricity, magnetism, optics and radiation, atomic and nuclear physics. Applications to electronics and instrumentation. Lecture, laboratory, and demonstrations. Prerequisite(s); if any: PHY 151.

PHY 261 - Physics I (0, 4)

Calculus-based general physics. Introduction to principles of kinematics, forces, statics, dynamics, rotation, work, energy, gravitation, equilibrium, scientific methodologies and their development. Lecture and laboratory. Prerequisite(s); if any: MAT 201 or Permission of Instructor.

PHY 262 - Physics II (0, 4)

Calculus-based general physics. Electricity and magnetism, radiation, optics, and elementary atomic physics. Lecture and laboratory. Prerequisite(s); if any: PHY 261 and MAT 202 or Permission of Instructor.

Political Science

POL 101 - Introduction to Politics and American Government (3)

The study of political phenomena and discussion of the nature and meaning of democracy with an emphasis on American national government.

POL 161 - Introduction to International Politics (3)

International cooperation and conflict including the evolution of international political systems, problems of war and peace, diplomacy, nuclear weapons, international economics, international organizations, and international law.

POL 332 - Public Administration (3)

Introduction to the principles and problems of administering government agencies. Included: nature of bureaucracy, bureaucratic politics, inter-governmental relations, organization theory, decision-making, leadership, personnel management, budgeting, regulation, program implementation, ethics, and accountability.

POL 341 - Jurisprudence of the Criminal Law (3)

Criminal law as process for dispute settlement and maintenance of order by the state. Emphasis on legal reasoning, legal process, and necessity to maintain historical continuity and doctrinal consistency.

Psychology

PSY 101 - Introduction to Psychology (3)

Survey of the various fields of psychology including human development, learning and memory, sensation and perception, psychopathology and psychotherapy, physiology and behavior, social psychology, psychological testing, motivation and emotion.

PSY 223 - Life Span Developmental Psychology (3)

Study of normal sequences of biological and socio-cultural development and their relationship to behavior from infancy through old age. Emphasis is placed on the recognition of developmental milestones and changing roles throughout the life span continuum. Students may not also take for credit HLS 245. Prerequisite(s); if any: PSY 101.

PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)

Study of the development of, and interaction within, groups with special emphasis on small, task-oriented groups.

PSY 256 - Principles of Behavior Change (3)

Study of laboratory-derived techniques used in the modification of human behavior. Emphasis placed on the application of behavioral techniques to maladaptive behavior, with extensions to one's own behavior and society as a whole. Theory and application discussed. Prerequisite(s); if any: PSY 101.

PSY 311 - Psychological Assessment & Testing (3)

General principles, applications, and issues of psychological testing and assessment. It is recommended that psychology majors take Psychology 311L concurrently in order to obtain a practical knowledge of testing theory and procedures. Prerequisite(s); if any: PSY 101 and PSY 211 or PCL 214 or MAT 112 or ECN 241.

PSY 311L - Laboratory in Psychological Assessment and Testing (1)

Practical laboratory experience in the administration, interpretation, and construction of psychological tests. Pre or Co-requisite(s): PSY 311.

PSY 321 - Infancy and Childhood (3)

Principles of growth and development from conception to twelve years. Prerequisite(s); if any: PSY 101.

PSY 322 - Adolescence (3)

Growth and development from puberty to young adulthood. Prerequisite(s); if any: PSY 101.

PSY 327 - Adulthood and Aging (3)

Growth and development from young adulthood through old age. Development tasks as well as changes in cognition, perception, learning, and performance. Prerequisite(s); if any: PSY 101.

PSY 356 - Positive Psychology (3)

How humans prosper in the face of adversity; strengths and virtues that make life worth living; concepts and supporting research, techniques, and exercises enhancing well-being. Prerequisite(s); if any: PSY 101.

PSY 361 - Psychopathology (3)

Approaches to classification which are consistent with current diagnostic criterion will be covered. Correlated work will include major theoretical approaches to causation and treatment of maladaptive behavior. Prerequisite(s); if any: PSY 101.

PSY 366 - Individuals with Disabilities (3)

Emotional, physical, and mental deviations and their relationship to psychological and social functioning across the lifespan. Prerequisite(s); if any: PSY 321.

PSY 372 - The Counseling and Interviewing Process (3)

Developing interpersonal skills and competencies for working with individuals. Particular emphasis placed on working with reluctant, difficult, and hostile clients. Participants assess personal attitudes and beliefs in relations to enhancing their interpersonal style. Students may not also take PCL 374 for credit. Prerequisite(s); if any: PSY 101.

Psychology-Child Life**PCL 123 - Childhood Services (1)**

A survey of professions involving the care of children and families. Theory, research, and practice in each profession will be examined.

PCL 214 - Developmental Research Methods (3)

Theoretical principles and standard methods of evidence-based practices used by developmental psychologists and child life specialists. Open to Psychology-Child Life majors only.

PCL 323 - Early Intervention (3)

Theoretical, applied, and empirical issues focusing on the delivery of early intervention initiatives. Contexts and settings in which early intervention takes place and empirical literature on the effectiveness of early intervention. Prerequisite(s); if any: PSY 223 or PSY 321 or HLS 245.

PCL 372 - Play in Development I: Birth - Age 8 (3)

The course will prepare students to use play in creating developmentally appropriate curriculum for children ages birth through age eight. The course addresses the teacher's role in helping children reach developmental goals through the use of equipment selection, environmental design, and daily schedules. The content of this course is applicable to early childhood education (birth-grade 2) and to working with children in stressful situations including healthcare encounters, chronic illness, and disabilities. Requires 20 hours of fieldwork. Prerequisite(s); if any: PSY 223 or PSY 321 or HLS 245.

PCL 373 - Play in Development II: Ages 8-21 (3)

This course will prepare students to use in play in creating developmentally appropriate curriculum for children ages 8-21. It addresses the teacher's role in helping children reach developmental goals through the use of equipment selection, environmental design, and daily schedules. The content of this course is applicable to elementary and adolescence education and to working with children in stressful situations including healthcare encounters, chronic illness, and disabilities. Requires 20 hours of fieldwork. Prerequisite(s); if any: PSY 223 or PSY 321 or PSY 322 or HLS 245.

PCL 374 - The Helping Relationship (3)

Developing counseling and human relations skills for working with children and adolescents, families, and professionals. Practice with basic listening skills and reflective self-analysis. Students may not also take PSY 372 for credit. Prerequisite(s); if any: PSY 101.

PCL 375 - Death, Dying and Bereavement (3)

Investigations of psychosocial aspects of death and grief; understanding ways death is viewed in contemporary society; dealing supportively with dying and grieving persons; understanding one's own feelings about death; explaining death to children; funerals and other death-related customs. Prerequisite(s); if any: PSY 101.

PCL 377 - Families, Stress and Coping (3)

Effects of various social conditions such as divorce, separation, hospitalization, and death upon children will be addressed. Students will have an opportunity to develop an understanding of children in crisis situations and explore ways to provide appropriate support. Prerequisite(s); if any: PSY 223 or PSY 321 or PSY 322 or HLS 245.

PCL 423 - Childhood Disorders (3)

Developmental-ecological approach to developmental psychopathology, including origins of developmental disorders, developmental pathways, risks and protective factors, and interventions. Prerequisite(s); if any: PSY 223, PSY 321, PSY 322 or HLS 245

PCL 458 - Field Experience Prep (1)

Preparation for the field experience, including choosing sites, setting goals, writing resumes, interviewing, universal precautions, writing goals and agreement, discussion of professional/ethical issues and behavior, supervision, and the class requirements.

PCL 460 - Field Experience (3)

Through field experience, students will apply and reflect on principles consistent with developmental theory and research. This course is graded on a pass/fail basis. Prerequisite(s); if any: PCL 458.

PCL 503 - Introduction to Child Life Specialty (3)

This course is an introduction to the role of child life specialists in healthcare settings. It provides the basic knowledge required to function as a child life specialist including the application of general psychological and human development principles to the care of hospitalized children and adolescents. This course includes a variety of pediatric healthcare experiences. Instructor approval required.

PCL 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.

Respiratory Care

RSP 100 - Cardiopulmonary Physiology (3)

This course examines the physiologic mechanisms of the cardiopulmonary system. Students will review topics including the anatomy of the pulmonary and circulatory systems, ventilatory mechanics, gas diffusion, physiology of internal and external respiration, oxygen transport, carbon dioxide elimination, ventilation perfusion relationships, and the neurologic control of ventilation. Prerequisite(s); if any: BIO 131 Pre or Co-requisite(s): BIO 132

RSP 101 - Cardiopulmonary Diseases (3)

An overview of the diseases of the cardiopulmonary system with an emphasis on pathophysiologic processes such as hypoxemia, hypoventilation, diffusion defects and ventilation perfusion mismatch; a survey of diseases encountered by the respiratory therapist, including pathophysiology, diagnostic methods and findings, clinical manifestations, treatment and prognosis. Pre or Co-requisite(s): RSP 100.

RSP 103 - Cardiopulmonary Pharmacology (2)

This course will provide a general overview of pharmacology including routes of administration, federal regulations, dosages, dosage calculations, and safety precautions. It will also provide an in-depth study of drugs administered to the respiratory patient, including chemical structure, mechanism of action, indications, contraindications, physiological effects, and side effects.

RSP 105 - Principles in Respiratory Care (4)

An introduction to respiratory care, including history of the profession, ethical and legal responsibilities of the respiratory therapist; medical terminology, basic respiratory care procedures including physics, physiology and administration of medical gas therapy, and basic patient communication and assessment skills. This course provides hands-on practice of oxygen therapy delivery equipment and use, cardiopulmonary assessment, infection control procedures, transmission precautions, including HIV, AIDS and other disease processes, and pressurized gases.

Students will learn to assemble, disassemble, and troubleshoot various types of oxygen therapy equipment, while learning the safety precautions involved in working with pressurized medical gases. Competency in respiratory care procedures, such as oxygen therapy, humidity and aerosol therapy, hyperinflation therapy, chest physiotherapy, bronchial hygiene, and infection control must be met. This course is lecture/laboratory course. Prerequisite(s); if any: RSP 100 and RSP 101. Pre or Co-requisite(s): RSP 113.

RSP 107 - Cardiopulmonary Diagnostics (3)

Techniques of patient assessment and diagnostic evaluation of the cardiopulmonary system, including physical assessment, arterial blood gas analysis, pulmonary function testing, noninvasive monitoring of oxygenation and ventilation, and electrocardiograph testing and interpretation. Prerequisite(s); if any: RSP 100. Pre or Co-requisite(s): RSP 109.

RSP 109 - Patient Assessment and Case Management (3)

A comprehensive course in the theory and skills of patient assessment. The topics covered include patient history, techniques of physical examination, patient assessment, clinical decision making, communications, and documentation of findings. Additionally, physical, radiological, hemodynamic, laboratory, fluid, and electrolyte assessment of patients with cardiopulmonary disease will be introduced. The design of this course will assist the student to build a strong patient assessment foundation for the understanding and recognition of respiratory care at the patient bedside. Case management processes from facilitation, integration, coordination of care, and transition of the patient through the continuum of care will be discussed. Prerequisite(s); if any: RSP 101. Pre or Co-requisite(s): RSP 107.

RSP 113 - Clinical Practicum I (2)

A supervised clinical application of the respiratory care procedures covered in Respiratory Therapeutics including chart review, patient and health professional communication, basic patient assessment, assembly and monitoring of oxygen therapy, aerosol and humidity therapy, aerosolized drug administration, hyperinflation therapy, bronchial hygiene and evaluation of patient response. This course is delivered on-campus and as scheduled through the program's clinical affiliates. Prerequisite(s); if any: RSP 101. Pre or Co-requisite(s): RSP 105.

RSP 203 - Clinical Practicum II (4)

Continued refinement of the skills covered in Clinical Practicum I, in a general care environment, with an emphasis on clinical competence in providing basic respiratory care followed by an introduction to the critical care environment and to respiratory care of the critically ill patient, with an emphasis on patient assessment and monitoring skills, and patient safety. An overview of the roles and responsibilities of the respiratory care practitioner in physician assisted procedures including bronchoscopy, thoracentesis, tracheostomy, chest tube insertion, moderate sedation, and withdrawal of life support is provided. This course includes supervised clinical application of the skills covered in Mechanical Ventilation and Cardiopulmonary Diagnostics, and specialty rotations in ECG, pulmonary function testing, and blood gas laboratory. This course is delivered on-campus and as scheduled through the program's clinical affiliates. Prerequisite(s); if any: RSP 113. Pre or Co-requisite(s): RSP 211 and RSP 215.

RSP 211 - Principles of Mechanical Ventilation (4)

Techniques of airway management and the provision of mechanical ventilation; includes types of airways and appropriate uses; the physics and physiology of mechanical ventilation; classification of mechanical ventilators; indications for clinical application and complications of mechanical ventilation; management and monitoring of the patient requiring ventilatory support and appropriate methods of discontinuing ventilatory support. This course

provides hands-on practice of non-invasive and invasive mechanical ventilation. Competency in establishing and managing a patient's airway, initiation of continuous mechanical ventilation, assembly of equipment, troubleshooting, and providing modifications of interventions for the patient in critical care must be met. This course is lecture/laboratory course. Prerequisite(s); if any: RSP 105 and RSP 113. Pre or Co-requisite(s): RSP 203 and RSP 215.

RSP 215 - Respiratory Care of the Neonatal & Pediatric Population (3)

An overview of fetal development of the cardiopulmonary system with an emphasis on circulatory transitions and respiratory complications occurring at birth and in the neonatal period; a review of neonatal and pediatric disorders with an emphasis on clinical findings and treatment; a survey of respiratory care procedures as applied to the neonatal and pediatric patient, including oxygen therapy, humidity and aerosol therapy, diagnostic testing, mechanical ventilation, and advanced care including high-frequency ventilation and inhaled nitric oxide (iNO). Prerequisite(s); if any: RSP 100. Pre or Co-requisite(s): RSP 203 and RSP 211.

RSP 245 - Critical Care Assessment and Disease Management (3)

This course addresses the respiratory care assessment and therapeutic intervention of cardiac and pulmonary vascular diseases, trauma and surgery, neurologic diseases, ARDS, sepsis, and COVID-19. Emphases are placed on careful assessment of physical signs and symptoms, effective interventions and follow up care. Prerequisite(s); if any: RSP 101 and RSP 109 and RSP 211. Pre or Co-requisite(s): RSP 250 and RSP 255.

RSP 250 - Advanced Respiratory Care (3)

This is a study of advanced cardiopulmonary monitoring and management of critically ill adult and pediatric patients. Advanced respiratory care procedures including delivery of specialty gases, high frequency ventilation, specialized mechanical ventilation strategies, monitoring and evaluation of hemodynamic measurements. This course also provides extensive licensure credentialing exam preparation. Prerequisite(s); if any: RSP 100 and RSP 101 and RSP 211. Pre or Co-requisite(s): RSP 245 and RSP 255.

RSP 255 - Clinical Practicum III (4)

Continued refinement of the skills needed to function in the critical care environment, with an emphasis on clinical competence in the monitoring and management of the patient on mechanical ventilation. An emphasis is placed on interaction with other members of the health care team, patient care planning, clinical decision-making, and independent practice. This course also provides an overview of respiratory care procedures and patient/family education in non-traditional settings such as cardiopulmonary rehabilitation, home care and polysomnography facilities and covers disaster management and land/air transport. Clinical specialty rotations include neonatal and pediatric respiratory care, rehabilitation, and home care. This course is delivered on-campus and as scheduled through the program's clinical affiliates. Prerequisite(s); if any: RSP 203. Pre or Co-requisite(s): RSP 245 and RSP 250.

RSP 256 - Respiratory Care - Community and Home Settings (3)

This course is geared to recognizing the special problems of the chronic cardiopulmonary patient. The student will learn how to teach patients and their families techniques related to rehabilitation such as: planning each day, special exercises to increase mobility and tolerance of activities of daily living (ADLs), early signs of deterioration, how to decrease the probability of an acute exacerbation, optimal use of respiratory equipment, and smoking cessation. This course will also focus on performance and analysis of the polysomnogram and the appropriate treatment methods for individuals diagnosed with sleep apnea.

Risk Management and Insurance

RMI 273 - Introduction to Risk Management and Insurance (3)

Principles of risk management and insurance. Foundations, applications and selection of life, health, property, and liability insurance. Enterprise risk management, financial risk management, employee benefits, strategies to mitigate risk.

RMI 325 - Insurance and Estate Planning (3)

Life and health insurance, book building, premiums, deductibles, regulations, policy terms and structures, derivation of premium structure. Funding of long-term care. Role of private insurance and annuities.

RMI 326 - Principles of Insurance: Property and Liability (3)

Policies, premium structure, constitution of insurable risks, underwriting, reinsurance, claims, and regulatory environment.

RMI 470 - Risk Management and Insurance Internship (1 to 12)

Internship. Prerequisite(s); if any: Permission of Instructor

RMI 483 - Risk Management (3)

Integrated risk management. Insurance, reinsurance, hedging, and capital markets as tools to manage or mitigate risk. Enterprise risk management.

Sociology**SOC 151 - Introduction to Sociology (3)**

Introduction to sociology and United States society: social class, race, ethnicity, sex, age, family, education, religion, sub-cultures, polity, economy, deviance, urban life, collective behavior, population, bureaucracy, social groups, and social change.

SOC 211 - Statistics in the Behavioral and Social Sciences (3)

Application of statistical methods in behavioral and social science research. Descriptive statistics, tests of significance, correlation, simple analysis of variance, chi-square, and some nonparametric methods. Students may not also take for credit ECN 241, MAT112 for credit towards Core Goal 4: Quantitative Reasoning Same as PSY 211. Prerequisite(s); if any: MAT 107, MAT 124, MAT 143, MAT 151, MAT 201, or a math placement score of 2 to 4, or a 3C test score of 070 to 100.

SOC 225 - Social Problems (3)

This course explores American society with a focus on the social problems that are facing each one of us from poverty and racial inequality to violence, drugs, war and terrorism.

SOC 233 - The Family (3)

The family as a social institution, its place in different cultures and social strata, family functions, courtship, mate selections; the family in transition.

SOC 252 - Race and Ethnicity (3)

Sociological analysis of the interrelationships among religious, national, and racial minority groups and their dominant majorities in America; international comparisons.

SOC 274 - Criminology (3)

Crime as a form of deviant behavior, its relation to social values and social structure, types of criminal behavior, theories of treatment and control, correctional methods, and the administration of justice.

SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

Social organization and functioning of the US Health Care System, a dynamic and pluralistic system involving public and private participants.

SOC 376 - Criminological Research Methods (3)

Emphasis on reading studies in scientific journals, understanding quantitative methods and their applications in crime study, hypothesis testing and policy evaluations. Computer applications in processing data and data analysis. Prerequisite(s); if any: SOC 274 and SOC 211 /PSY 211 or MAT 112.

SOC 383 - Social Deviance (3)

Explores various aspects of deviance, including the causes of deviant behavior, reactions to deviants, and the impact of social reaction, as well as theories of deviance and selected areas of deviant behavior.

SOC 387 - Family Violence (3)

Clarify the concept of family violence, review the applicable historical and theoretical background, discuss different forms that family violence takes, and to examine the social consequences.

SOC 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.

Spanish**SPA 101 - Beginning Spanish I (3)**

Pronunciation and aural comprehension; elementary grammar: oral and written practice; reading of simple prose. Language lab required.

SPA 102 - Beginning Spanish II (3)

Continuation of SPA 101. Prerequisite(s); if any: SPA 101 or equivalent.

Therapeutic Recreation

TRC 315 - Leisure, Health and Wellness (3)

Relationships between and among the fields of parks, recreation, leisure studies, and public health; how leisure contributes to the health and well-being of individuals, families, communities, and societies.

All-College

UCC 101 - First Year Seminar (1)

Introduction to college life and work. Academic skills development, values clarification, critical thinking, problem solving, communication skills, conflict management, and cultural diversity.

Admission to Utica University

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

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

Admissions decisions are based on a comprehensive evaluation of submitted criteria: past academic performance, including course of study, GPA, rank in class; co-curricular involvement; personal characteristics; writing ability; and the applicant's potential for academic and personal success at the University. Utica University values diversity and encourages applications from students of different heritages, beliefs, and backgrounds.

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

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

Admission Requirements

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

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

Please note that Utica University does not grant credit for prior learning or by examination for any of the nursing programs listed in this catalog.

Admission Process

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

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

Admissions Dates and Deadlines

Program	Application Deadline (Summer 2023)	Application Deadline (Fall 2023)
Health Sciences (B.S.)	April 25, 2023	August 15, 2023
Nursing - ABSN	April 4, 2023	July 28, 2023
Nursing - BSN	April 4, 2023	July 28, 2023
Family Nurse Practitioner (M.S.)	April 30, 2023	August 16, 2023
Nursing Education (M.S.)	April 30, 2023	August 16, 2023

Nursing Leadership (M.S.)	April 30, 2023	August 16, 2023
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Readmission

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

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

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

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

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

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

Second chance policy

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

- The record of all previous work will continue to appear on the student's official transcript.
- Any grade below "C" on the Utica University record will not count as credit or be included when calculating current credit or GPA.
- Students must maintain a 2.0 grade point average in each semester after resuming their study, and failure to do so will result in dismissal from the College.

The Second Chance Policy may be applied only one time per student throughout his or her entire academic career at Utica University.

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

Veterans

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

General Financial Information

General Policy Statement

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

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

Scholarships, Grants and Awards

Types of Assistance

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

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

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

Financial Aid

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

- Federal and state grants

Federal Pell Grants

Pell Grants are awarded based strictly on the student's Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is \$7,395 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

- Student loans

Federal Direct Loans

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

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

Borrowing limits for each academic year depend on student's class level:

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

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

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

Interest rates

Direct Subsidized:

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

Direct Unsubsidized:

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

Loan Repayment

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

Federal Direct PLUS Loans

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

- Borrow any loan amount up to the total cost of attendance determined by Utica University, less any awarded financial aid.
- The interest rate is fixed for the life of the loan and is determined annually on June 1.
- An origination fee is deducted from each disbursement. The fee is determined annually on October 1.
- A credit check is conducted when you begin the loan application process.
- If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.
- Students with a status of "freshman", or "sophomore", will receive an additional \$4,000, while students of "junior", and "senior", status will receive an additional \$5,000.
- Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

Loan Repayment

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

Alternative Educational Loans

Alternative loans are another option to fill in the gap between the offered aid and the total cost of attendance. Students wanting more information about alternative loan programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders. Students can view additional information by visiting: www.utica.edu/loan-compare

Financial Aid for Graduate Students

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

Students applying for financial aid at Utica University 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 the FAFSA and completing a promissory note and completing entrance counseling at <https://studentaid.gov>
 - Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Stafford/Ford Loan, a student must be: (1) a U.S. citizen or permanent resident alien; and (2) enrolled in or admitted as a matriculated student, at least half-time, at Utica University.
 - 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://studentaid.gov>.
 - Students must provide documentation of all income by the deadline, if requested, to the Office of Student Financial Services. Documentation includes, but is not limited to, IRS tax transcripts, 1099 forms, and letters from sources such as social security, welfare, pension, etc.

- Students have to actively accept or decline offered awards through 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 can choose to pay the interest each month while in school or allow the interest to accumulate.
 - Borrowing limits are a maximum of \$20,500 per academic year.
 - 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 www.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.

Special Aid Programs

Veterans (VA) Educational Benefits

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

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

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

If eligibility is based on two years of active duty and four years in the Selected Reserve, the veteran's eligibility will end the later of: (a) 10 years from separation from active duty; or (b) 10 years from completion of the four-year

Selected Reserve obligation. This four-year obligation, however, does not apply to certain individuals separated because of downsizing the military between October 1, 1991, and September 30, 1995.

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, the institution will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class; • Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

If you have any questions, please contact the Center for Student Success at sfs@utica.edu or 315-792-3179.

Military Tuition Assistance Program

When you enroll in a Utica University undergraduate 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 Center for Student Success, or visit:

<https://www.militaryonesource.mil/education-employment/for-service-members/preparing-for-higher-education/how-to-use-the-military-tuition-assistance-program/>

Montgomery GI Bill (Selected Reserve)

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

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

1. Have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985, or, if an officer, agree to serve six years in addition to the original obligation;
2. Complete Initial Active Duty for Training (IADT);

3. Meet the requirements for a high school diploma or equivalency certificate before completing IADT; and
4. Remain in good standing in a Selected Reserve unit.

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

1. Courses leading to a certificate or diploma from business, technical, or vocational schools
2. Cooperative training
3. Apprenticeship or on the job training
4. Correspondence training
5. Accredited independent study programs
6. Tutorial assistance benefits
7. Flight training from September 30, 1990, to September 30, 1994

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

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

Financial Consumer Information

Conditions to Federal Financial Aid

- Title IV Authorization

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

- Academic Status

All financial aid awards carry these stipulations:

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

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

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

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

- Financial Aid Recipient Withdrawals

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

Financial aid eligibility is based on the cost of education (tuition, mandatory fees, housing, meal plan, books, etc.) incurred for the entire semester and is contingent upon completion of that semester. When a student withdraws, federal regulations mandate that any unearned aid be returned to the federal aid programs. The percent of aid earned is based on the last date academic activity in the payment period. If the institutional

charges are reduced or recalculated, this change may result in the reduction of recipient's other sources of financial aid.

- **Failure to Withdraw Officially**

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

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

Rights and Responsibilities

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

Student Rights

Students have the right to know:

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

Student Responsibilities

Students' responsibilities are to:

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

Things to Remember

Student Bill and Funding

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

Your need-based funding is determined by the difference between the student budget and the expected family contribution. Due to limited funding, you may receive less aid than demonstrated need. This "unmet need" may be addressed by obtaining other financing resources (including loans and outside scholarships).

Verification

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

Revised Awards

Whenever your financial aid is adjusted, you will receive an updated award letter. Revised awards illustrate changes to your aid package. These adjustments may include a reduction in aid based on changes in the student or family resources, or changes brought about because of other aid sources.

Federal Work-Study

Federal Work-Study will not be taken as a credit on student accounts; however, a payroll deduction form can be obtained from the Center for Student Success.

Accepting the Financial Aid Award

Students must actively accept or decline offered awards through Bannerweb. Loans can be accepted in full or partial award amounts.

Loan Information

- **Federal Direct Student Loans**

Master Promissory Note

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

Entrance Counseling

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

Exit Counseling

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

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

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

This includes College Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Higher Education Opportunity Program (HEOP), which are described in the "Sources of Assistance" section. Students applying for all other aid described in the "Sources of Assistance" section that indicates a specialized application procedure need not follow these directions.

Students Applying for Admission and Applying for Aid

Application for Aid

Students must file the 2022 - 2023 FAFSA (online method preferred) so it is received by Utica University. This can be completed at <https://studentaid.gov>

Accepting the Award

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

Students Currently Matriculated and Applying for Aid

Application for Aid

Students must file the 2022 - 2023 FAFSA (online method preferred) to the Federal Student Aid Processor. This can be completed at <https://studentaid.gov>

Accepting the Award

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

Appeals

All students who feel that they have been given an inappropriate financial aid award can appeal the award.

- Submit a letter of appeal to the Center for Student Success with supporting documentation.
- The appeal will be reviewed by the Financial Aid Committee.
- The committee will not review requests for changes of an individual award that entail a revision of general policies.

Academic Standards

Federal Satisfactory Academic Progress

Policy For Undergraduate Financial Aid Applicants

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

This policy on satisfactory academic progress relates specifically to undergraduate students who apply for and/or receive federal financial aid and/or Utica University scholarships and grants. In addition to meeting the standard for receiving financial aid, students must also meet the academic standards of Utica University. Note that the criteria for the New York State Tuition Assistance Program satisfactory academic progress differs from the federal and Utica University satisfactory academic progress criteria.

Financial Assistance Programs Affected

Federal Programs

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

Institutional Programs

- Utica University Endowed Scholarships
- Utica University Grant

Annual Evaluation

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

Incoming freshmen and new transfer students will be considered for financial aid for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at Utica University, 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 - Undergraduate

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

Standards for Receiving Aid:

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

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

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

Earned credit hours include:

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

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

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

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U) or No Credit (NC)

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.

Note: P and NC are neutral grades that do not factor into the calculation of a term or cumulative GPA.

In accordance with the provisions of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), students may elect to utilize the option to have courses graded on a P/NC (Pass or No Credit) basis. Courses graded in this way will be recorded permanently on the transcript as such. Furthermore, P/NC grades for the Spring 2020 semester as a result of the qualifying emergency, COVID-19 pandemic, will be excluded from the quantitative component of satisfactory academic progress, i.e. the requirement to achieve completion of 67% of registered credits.

Federal/Institutional Standards - Graduate

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 Timeframe for Undergraduate Degree Completion

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

Important Note: ABSN Degree Completion

Students in the Accelerated Bachelor of Science in Nursing program are required to comply with specific requirements regarding progress in academic, clinical, and behavioral criteria. A minimum grade of C+ (77%) is required for all nursing courses. A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **A maximum of one nursing course may be repeated.** Failure to achieve the minimum grade of C+ in the repeated course or failure of two courses within the same semester will result in academic dismissal from the nursing program.

If a student believes he or she has been treated unfairly by the University, please see the Student Complaint Process.

Maximum Timeframe for Graduate Degree Completion

Federal law limits the maximum time frame 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 for Undergraduate Degrees

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. 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.

Failure to Meet Satisfactory Academic Progress for Graduate Degrees

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 Center for Student Success for evaluation. The Director of Financial Aid will respond to the appeal in writing, within two weeks after the 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 Center for 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 reevaluated 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 reestablish 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 he or she 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 students do not submit an appeal by the deadline he or she will lose their eligibility for Federal and institutional aid and will be responsible for any charges remaining on their account.

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

Glossary of Satisfactory Academic Progress (SAP) Terms

Attempted credits - any hours attempted by the student (includes completed credits, billed course hours, repeated courses, withdrawals, failures, incompletes, and all accepted transfer credits)

Billed course hours - most billable course hours can be considered attempted of hours if not retaking a course with a passing grade.

Credits completed - hours completed with a grade of A, B, C, D, F, or Pass.

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

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

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.

Repayment

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.

Refund Policies

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 University 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 University'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 University is required to return unearned financial aid to the federal government for all withdrawals.

If there are any outstanding financial obligations to the University, 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)
 - Direct PLUS Loans

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

If a student is responsible for repaying the overpayment and the student withdrew after the 60% point in the payment period or period of attendance, as applicable, Utica University will attempt to collect the overpayment from the student by issuing a student bill for immediate payment. If the University 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 University 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 July 1, 2021 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. 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. Exceptions to this rule are: if the institution has written confirmation from the student that they will attend a module that begins later in the same enrollment period; the student completes the requirements for graduation; the student completes one or more modules that, together, comprise at least 49% of the days in the payment period; or the student completes coursework equal to or greater than the coursework required for half-time enrollment.

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.

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

Undergraduate Accelerated Bachelor of Science in Nursing (ABSN) Students

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

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

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

Net Price Calculator

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

Tuition and Expenses

Tuition at Utica University is payable on a per semester basis, plus applicable fees. In the face of rising costs, charges will be subject to change.

Due to the many variables in computing off-campus expenses for food and lodging (e.g., students sharing expenses, availability of transportation, etc.), students should consider off-campus expenses to be at least equal to those for students living on campus.

Tuition and Fees:

ABSN Program

Tuition Deposit: \$300 (non-refundable)

Tuition: \$884 per credit hour

Program Fees*: \$340 per semester

One-Time New Student Enrollment Fee - \$375

Approximate total tuition (4 semesters): \$54,808

What costs are NOT COVERED and are billable?

Health Insurance (required to carry):

Fall 2023: \$1,004.95

Spring 2024: \$794.77

Summer 2024: \$604.28

Health insurance is required for all students in the program. Utica University will charge your account to ensure the requirement. If you carry your own health insurance, this charge can be waived at www.utica.edu/health-waiver.

(NOTE: You will be asked to upload an image (back/front) of your health insurance card to the Student Health Insurance Waiver portal. *Please ensure that the image file size is less than 2MB.*)

Health Insurance Waiver Deadlines:

- Summer 2023 deadline - 05/25/2023
- Fall 2023 deadline - 09/30/2023
- Spring 2024 deadline - 02/05/2024
- Summer 2024 deadline - 05/25/2024

This will be verified by Haylor. Students who have been found to not have health insurance will automatically be re-enrolled in Utica's Health Plan and will be charged accordingly.

What costs are NOT COVERED and are non-billable?

Shoes

Living and Personal Expenses:

Transportation - \$859

Living Expenses - \$6,250

Personal Expenses - \$550

The following tuition and fees are effective Fall 2023:

ABSN Semester 1 - 13 Credit Hours

Tuition - per semester	\$11,492
Program Fee - per semester	\$340*
Book Charge	\$1,160
Total Cost Semester 1:	\$12,992

ABSN Semester 2 - 17 Credit Hours

Tuition - per semester	\$15,028
Program Fee - per semester	\$340*
Book Charge	\$1,140
Total Cost Semester 2:	\$16,508

ABSN Semester 3 - 16 Credit Hours

Tuition - per semester	\$14,144
Program Fee - per semester	\$340*
Book Charge	\$437
Total Cost Semester 3:	\$14,921

ABSN Semester 4 - 16 Credit Hours

Tuition - per semester	\$14,144
Program Fee - per semester	\$340*
Book Charge	\$234
Total Cost Semester 4:	\$14,718

*ABSN Program Fees include:

- 3 sets of scrubs
- Photo ID Badge
- Kaplan Testing
- General University Fees (technology fee, graduation fee, student activity fee, malpractice fees, lab fees).

ASRC Program**ASRC Semester 1 - 17 Credit Hours**

Tuition - per semester	\$5,015
Health Insurance Fee - per semester	\$541
Book Fee	\$442
Distance Learning Fee	\$350
Science Lab Fee (BIO 131/CHM 118)	\$140
Total Cost Semester 1:	\$6,488

ASRC Semester 2 - 14 Credit Hours

Tuition - per semester	\$4,130
Health Insurance Fee - per semester	\$541
Book Fee	\$364
Distance Learning Fee	\$280
Science Lab Fee (BIO 132/BIO 204)	\$140
Total Cost Semester 2:	\$5,455

ASRC Semester 3 - 14 Credit Hours

Tuition - per semester	\$4,130
Health Insurance Fee - per semester	\$541
Book Fee	\$364
Distance Learning Fee	\$140
Malpractice Insurance	\$50
AHA BLS Certification	\$80
Clinical Site Instruction	\$300
Clinical Reporting System	\$100
Criminal Background & Urine	\$180
Drug Screening	
Lab Fee	\$70
Uniforms - 3 sets of scrubs	\$125
Total Cost Semester 3:	\$6,080

ASRC Semester 4 - 14 Credit Hours

Tuition - per semester	\$4,130
Health Insurance Fee - per semester	\$541

Book Fee	\$364
Distance Learning Fee	\$140
Lindsey Jones University	\$100
Lab Fee	\$70
Total Cost Semester 4:	\$5,945

ASRC Semester 5 - 17 Credit Hours

Tuition - per semester	\$5,015
Health Insurance Fee - per semester	\$541
Book Fee	\$442
Clinical Site Instruction	\$600
Distance Learning Fee	\$210
ACLS Certification	\$305
NBRC SAR TMC and CSE	\$120
Tuition Cost Semester 5:	\$7,233

Schedule of Tuition, Fees, and Deposits

ABS N program tuition and fees		See above
Annual Liability Fee (for NUR 621 (all terms), NUR 622 (January Only), NUR 625 (January Only))		\$66
(for NUR 617 and NUR 631 (all terms) and NUR 625 and NUR 632 (January Only))		\$15
Application Fee (new students only)	Undergraduate	\$40
	Graduate	\$50
Assessment Bag Fee	(NUR 611 only)	\$275
Background Check and Drug Screening Fee	(ABS N students only)	\$180

Barkley's FNP Certification Review	(for NUR 634 only)	\$434
BSN hybrid program tuition (per credit hour)		\$600
BSN hybrid program fees (full-time; per semester)		\$450
BSN hybrid program fees (part-time; per semester)		\$225
BSN hybrid program All Access book fee (per semester)		\$26 per credit
Distance Learning Fee	(all online graduate nursing courses except NUR 995)	\$70
E-Log Fee	(NUR 611 and NUR 631 only)	\$25
Elsevier HESC Exam	(NUR 634 only)	\$80
Enrollment Deposit (non-refundable)	Undergraduate nursing	\$150
Graduate nursing		\$300
EXAAT Software Package	(one-time fee for all Family Nurse Practitioner Students Only)	\$135
Examity 621, NUR 622, NUR 625)	(for NUR 604, NUR 611, NUR 612, NUR 615, NUR 616, NUR	\$44
Faculty Site Visit Fee	(NUR 622 only)	\$350
Graduate Nursing Tuition (per credit hour)		\$825
DEMSN		\$925
Graduation Fee (included in program fee for ABSN students only)	Undergraduate	\$55
Graduate		\$80

Health Insurance	
Fall 2022	\$1000
Spring 2023	\$784
Summer 2023	\$602
Health Sciences hybrid program tuition (per credit hour)	\$600
Health Sciences hybrid program fees (full-time; per semester)	\$450
Health Sciences hybrid program fees (part-time; per semester)	\$225
Health Sciences hybrid program All Access book fee (per semester)	\$26 per credit
Kaplan iHuman Sim Fee (NUR 621, NUR 622, and NUR 625 only)	\$95
Malpractice Insurance (graduate nursing students)	\$18 per year
<i>(When taking practicum courses, if the student does not carry their own - must provide proof of insurance to waive fee.)</i>	
Nursing, M.S. (all programs; per credit hour)	\$825
DEMSN	\$925
Peregrine Write & Cite (NUR 603 only)	\$39
Physical Assessment Bag (for NUR 611)	\$275
Preceptor Fees	
(for NUR 617, NUR 624, NUR 631, and NUR 632 only)	\$90
(for NUR 621 and NUR 622 only)	\$225
(for NUR 625 only)	\$270

Residency & Technology Fee	(for NUR 995 only)	\$600
Student Activity Fee (ABSN fee included in Program Fee)	Graduate	\$150
Student Package Fee	(NUR 607 and NUR 627 only)	\$100
Transcript Fee		\$4 (electronic); \$5 (paper)
Transition Fee	(charged to first semester graduate students only)	\$150
Undergraduate Graduation Fee	(covered by Program Fee for ABSN)	\$55
Uniform Fee	(for NUR 607 and NUR 627 only) (effective Spring 2021)	
	(covers white coat with logo, jacket with logo, lanyard and ID holder with logo)	\$100

All fees and deposits listed above are for the 2022-2023 academic year.

What costs are NOT COVERED and are non-billable?

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

Books and Supplies:	\$350
Living Allowance:	\$2485
Personal Expenses:	\$550
Loan Fees:	\$57

*ASRC Students: The total program cost is based on successful completion of each semester. Repeating a course will cost additional funds. All students are required to have health insurance coverage. If you do not have health insurance coverage outside of the school, you will be enrolled in the school's health insurance plan and pay a separate Student Health Insurance Fee. This document is based on the ESTIMATED cost of the ASRC Program as of 1/1/2023 and amounts are subject to change.

Payment Plan

Although semester balances are due and payable by a designate date for graduate and undergraduate on-ground students, payment plans are available for the Fall and Spring terms. There is no charge for online students to enroll in Utica University's Payment Plan. To enroll, the student must log in to his/her Banner Web account. Select "Enter a Secure Area," enter username and password, and then select "Student Services," "Student Account," "Access My Account," and choose the appropriate option.

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

Financial Responsibility

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

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

Student Life

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

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

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

The following services are available to provide Utica University students with support, services, and additional resources:

- BayCare's Student Assistance Program - a voluntary and confidential counseling service for St. Petersburg, and Miramar students facing personal problems that may interfere with academic success. Toll-free helpline: (800) 878-5470, 24 hours a day, seven days a week.

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

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

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

- Center for Career and Professional Development

- Utica University Alumni Association
- Office of Alumni and Parent Relations

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

Academic Policies and Procedures

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

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

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

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

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

Absences

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

For all Nursing students: In the case of illness or emergency, nursing students must notify the clinical instructor, Clinical Coordinator, and Director of Nursing Academic Services by phone call in advance of the clinical experience. Failure of the student to notify the appropriate parties by phone call prior to the start of the clinical time will result in an unexcused absence. Unexcused absences will result in a grade of "F" for the clinical course. Clinical absences will be rescheduled by the Director of Nursing Academic Services. Points are deducted for lab absences and any missed hours must be made up. If a student misses more than two labs in a given course, the student will receive a failing grade.

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

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

Academic Appeals

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

Averages

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

Conduct Withdrawal

Conduct withdrawal occurs in circumstances where the College deems it necessary that a student be involuntarily removed from one or more classes based on student conduct. Only the Office of the Registrar may withdraw students for reasons of conduct, and only at the written direction of the President, the Provost, or the Director of Student Conduct & Community Standards. Students who have been conduct withdrawn will receive a CW (Conduct Withdrawn) code for the course or courses. Students who are withdrawn for reasons of conduct from all courses and the College will be given a student status of "Conduct Dismissal" and a conduct hold will be applied to the student's account.

Confidentiality Expectations for Student Employees

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

Course Cancellation Policy

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

Course Numbers

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

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

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

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

Credit Hours

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

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

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

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

Dean's Honor and High Honor Lists

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

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

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

Grade Changes

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

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

Grading Scale

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

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

Grading System

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

Grade Points and Credit Hours

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

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

Graduation Honors

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

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

Graduation Requirements

To be approved for graduation:

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

4. Students must be recommended by the faculty.
5. For the Bachelor of Arts degree, a minimum of 75 percent of the hours required for graduation must be taken in the liberal arts and sciences. For the Bachelor of Science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.
6. For Baccalaureate degrees, students must complete a minimum of one 3-credit course with a Diversity, Equity, and Inclusion (DEI) designation at Utica University.
7. Students must be active for the semester in which they are graduating.
8. Students must apply for graduation by the deadline. Details, including deadlines, are available on the College website at <http://www.utica.edu/ogs/gettingtograduation.cfm>.

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

Accelerated Bachelor of Science in Nursing Graduation Requirements

To be approved for graduation:

1. Students must have satisfied all requirements listed for their major.
2. ABSN students must have at least a 2.0 cumulative average and at least a 2.8 average in their major course requirements (nursing courses).
3. Students must have satisfied all requirements concerning standards of professional behavior listed in the *Department of Nursing Student Handbook*.
4. For the Bachelor of Science degree, a minimum of 50 percent of the hours required for graduation must be taken in the liberal arts and sciences.
5. Students must be recommended by the faculty.
6. Students must be active for the semester in which they are graduating.
7. Students must satisfy all financial obligations to the University, including the graduation fee and completing the Exit Interview.
8. Students must apply for graduation by the deadline. Details, including deadlines, are available on the University website at <http://www.utica.edu/ogs/gettingtograduation.cfm>.

At the completion of the nursing program of study, ABSN students who have fulfilled all requirements will be awarded the Baccalaureate of Science degree. Each student is eligible to wear the Utica University nursing pin. This represents to each student that she or he has satisfactorily completed the requirements of the nursing program and is eligible to take the licensing examination for registered professional nurses.

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

Family Nurse Practitioner, M.S., Nursing Education, M.S., and Nursing Leadership, M.S. Graduation Requirements

To be approved for graduation:

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 University, 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.

Email

All students, staff, and faculty are issued an official Utica e-mail account and are required to use it for official communication with Utica University students, staff, and faculty. Your Utica e-mail account is the primary official channel through which the University will communicate with you, therefore you must check your account regularly. Information on using your Utica e-mail account can be found at www.utica.edu/helpsheets.

Incompletes

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

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

Majors

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

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

Majors are subject to the following regulations:

1. Students must complete at least one major to graduate.
 2. Majors must be comprised of the courses listed in either the catalog for the year of the student's matriculation or the catalog of a subsequent year.
 3. The pass/fail option may not be used for courses in the major unless that grading system is specified for that particular course.
 4. When completing a dual major, no more than nine credit hours comprising the first major may be used toward fulfilling the requirements of the second major. General Education Core courses that also fulfill major requirements are exceptions to this limit.
 5. For graduation certification, students must earn at least a 2.0 average in their major course requirements. This includes all courses listed under Major Course Requirements and all courses listed under the student's Concentration. It does not include courses listed under Major-Related Courses. Some majors have more stringent requirements. (See specific majors under the "Programs of Study" section of this catalog.)
 6. Students must declare a major before they accumulate 60 credit hours in order to receive financial aid.
- To be approved for graduation, Family Nurse Practitioner, M.S., Nursing Education, M.S., and Nursing Leadership, M.S. students must:

1. Complete all course requirements with satisfactory academic standing including a minimum cumulative grade point average of 3.0.
2. Be enrolled in a credit-bearing course or in a 997/998 Continuous Student Enrollment course for the semester in which they seek graduation.
3. Submit an "Application for Degree" to the Registrar's Office by the deadline for the semester in which the student anticipates graduating.
4. Successfully complete a Culminating Academic Experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier).
5. 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
6. Satisfy all financial obligations to the University, including the graduation fee and completing the Exit Interview.
7. 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.

Make-up Examinations

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

Maximum Credit Hour Loads

Students in good standing may take up to 19 credit hours of courses per semester without special permission. Any credit hour load that exceeds 19 hours per semester must be approved by the dean for the school in which the student is majoring.

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

Minors

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

Minors are subject to the following regulations:

1. The pass/fail option may not be used for courses in the minor.
2. For certification, students must earn at least a 2.0 average in the minor.
3. Students may take more than one minor but also must complete a major.
4. Half of the credits must be completed with courses taken from Utica University.

Pass/Fail Courses

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

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

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

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

Repeating a Course

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

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

When a course is repeated at Utica University, the lower of the two grades is removed from the calculation of the student's cumulative average. If a course is repeated more than once, the lowest grade is excluded and all other grades

are factored into the grade point average. In either case, each time the course is taken, the grade will remain part of the student's permanent transcript. Credit is awarded only once, regardless of the number of times the course is repeated.

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

Experience Credit

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

Administrative Withdrawal

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

Midterm Grade Report

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

Transcript of Grades

A transcript is an official and complete copy of a student's academic history at Utica University. It records all courses completed, successfully and unsuccessfully, and all courses from which the student withdrew after the add/drop deadline. It also will show any instances of Academic Probation, Academic Warning, or Academic Dismissal. Utica University transcripts record every term attended, including both undergraduate and graduate studies, as applicable. It will show the number of credits accepted for transfer, but not the specific courses. Transcripts also show any degrees awarded and official University honors earned.

Utica University is also required by New York State to notate the transcript of a student found responsible for a code of conduct violation. The transcript will state "suspended after the finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation," as applicable. Students who withdraw from Utica University while an investigation is pending will have the following notation on their transcript "withdrew with conduct charges pending." Students may appeal to the Dean of Students and Campus Life to seek removal of such notations.

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

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

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

Utica University reserves the right to withhold diplomas of financially delinquent students.

Probation and Academic Dismissal

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

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

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

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

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

Professional Behavior

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

Readmission after Academic Dismissal

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

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

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

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

Software and Intellectual Rights

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

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

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

Academic Honesty*

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

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

Students who receive a penalty for academic dishonesty forfeit the right to withdraw from the class or the University without penalty unless the faculty member allows it. The faculty member shall inform the student in writing of the penalty and of the right to an appeal to the Academic Standards Committee, with a copy to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will refer any repeat offense, or

any particularly egregious first offense, to the Academic Standards Committee, which may recommend a more severe penalty than that imposed by the faculty member.

In addition, instances of academic dishonesty may be referred to the Academic Standards Committee by the Office of Student Affairs, and instances of academic misconduct (misuse of academic resources or facilities) may be referred by the Academic Standards Committee to the Office of Student Affairs for possible action through the student disciplinary process. Behavior by a student may result in both a hearing by the Academic Standards Committee and action through the student disciplinary process. The processes are separate so the decision rendered in one place will not determine the decision rendered in the other.

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

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

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

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

Education Records and FERPA

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

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

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

1. Official files containing material directly related to students are maintained in the following locations on campus.
 - The Office of the Registrar maintains the student's official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. Student transcripts are kept permanently. These files are maintained by the registrar.

- The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major or is on academic probation. These copies are maintained by the director of student development.
 - The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
 - The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
 - Once a student has opened a credential file with the Center for Career and Professional Development, the office will send copies of this file to prospective employers or graduate schools at the student's request for five years after opening their file. These files are maintained by the Center for Career and Professional Development.
 - The Office of Student Affairs maintains files of students who have had cases adjudicated through the College's student disciplinary system. The student disciplinary system is used to resolve cases of students who are charged with violating the Code of Student Conduct. These files are maintained by the coordinator of student conduct systems.
 - The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
 - The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
 - Corporate and Professional Programs maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of corporate and professional programs.
 - The Office of Advancement maintains files on students who pledge a gift to the University. These files contain a record of their pledges and correspondence and are maintained by the coordinator of research and records.
 - The Office of Marketing and Communications maintains files on students who submit information for press releases. These files are maintained by the director of media relations.
 - The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
 - Utica University officials, faculty members, and employees - including student employees, trustees, and persons under contract to the College - who have legitimate educational interests.
 - Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.
 - Organizations conducting studies for educational agencies to develop, validating, or administering predictive tests, or administering student aid programs and improving instruction.
 - Accrediting organizations to carry out their accrediting functions.
 - In compliance with a judicial order pursuant to any lawfully issued subpoena.
 - Parents of students who are dependents of their parents for income tax purposes.
 3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained for six years. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica University.
 5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request typically will be honored at

- the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of \$1 for the first page requested and 10 cents for each additional page, with the exception of transcripts, which will be made available at a charge of \$5 per paper copy and \$4 per electronic copy.
6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the University 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 University 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 University 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, Utica e-mail address, Utica 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 University, 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 University to reveal the results of disciplinary proceedings against students accused of violent crimes who have been found responsible for violating the University's rules or policies. The University is also permitted to notify parents if a student younger than 21 is caught drinking or using illegal drugs.

Directory Information

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

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

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

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

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

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

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

Release of Personal Information to Military Recruiters

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

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

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

- Name
- Age or year of birth

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

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

Student Complaint Process

Any student who believes he or she 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.

Basic Academic Skills

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

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

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

Petitions

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

Refund Policy

Unofficial Withdrawals (non-attendance)

Any student who stops attending his or her classes during the semester without officially withdrawing from the University is considered an unofficial withdrawal. The University is required to return unearned financial aid to the federal government for all unofficial withdrawals in the same manner as students who withdraw officially.

Return to Title IV Federal Refund Policy

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

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

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

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

A simple equation to explain the process is:

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

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

The University is required to return unearned financial aid to the Federal government for all withdrawals.

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

If you are considering dropping or withdrawing from your courses, please contact the Office of Student Financial Services immediately regarding the financial implications of this decision.

Withdrawals are processed as soon as possible, but no later than 45 days after the school determined that the student withdrew.

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

Unsubsidized Direct Loans (other than Direct PLUS Loans)

Subsidized Direct Loans

Direct PLUS Loans

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

FSEOG for which a return of Title IV funds is required

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

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

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

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

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

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

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

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

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

If the answer is YES, go to question 2.

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

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

If the answer is NO, go to question 3.

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

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

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

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

Medical Leave

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

The purpose of medical leave of absence is twofold:

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

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

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

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

Confidentiality of Medical Information

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

Taking Military-Related Leave

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

Policy For Military-Related Withdrawal:

- You will need your official orders for military duty sent to the Utica University Registrar's Office.
- There will be **no academic penalty** for withdrawing from your courses provided that you - (a) notify each of your instructors of your leave within reasonable timeframes, (b) work out arrangements with your instructors to complete assignments, and (c) mutually agree on a course completion plan.

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

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

Schedule Changes

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

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

Study at Other Institutions

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

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

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

Student Classification

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

Senior	87 hours
Junior	57 hours
Sophomore	27 hours

Summary Dismissal

Summary dismissal of a student is an exceptional step that may be taken by the University 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 University 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.

Topics Courses

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

Withdrawing from a Class or from the College

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

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

The deadlines for add/drop, withdraw, and withdraw-fail are all posted online: <https://www.utica.edu/directory/registrar/academic-calendar-and-deadlines>

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

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

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

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

Waived Courses

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

Important Dates

Summer 2023 Online and ABSN Calendar

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 5/8/23 - 8/25/23

May 8	First Day of Classes
May 12	Last Date to Add/Drop
June 15	Deadline to Apply for August Degree
July 2	Mid Term, Mid Term Grades Due
July 17	Last Day to Withdraw without Academic Penalty
July 17	Last Day to Place Class on Pass/Fail or Audit
August 18	SOOT Opens (Link sent to students' Utica email account)
August 24	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
August 25	SOOT Closes
August 25	Last Day of Classes
August 27	August Degree Conferral Date
August 30	Final Grades Due 11:59 PM

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 5/8/23 - 6/30/23

May 8	First Day of Ground Classes
May 12	Last Date to Add/Drop
June 4	Mid Term, Mid Term Grades Due
June 12	Last Day to Withdraw without Academic Penalty
June 12	Last Day to Place Class on Pass/Fail or Audit
June 23	SOOT Opens (Link sent to students' Utica email account)
June 29	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
June 30	SOOT Closes
June 30	Last Day of Classes
July 5	Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 7/3/23 - 8/25/23

July 3	First Day of Classes
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July 7	Last Date to Add/Drop
July 30	Mid Term, Mid Term Grades Due
August 7	Last Day to Withdraw without Academic Penalty
August 7	Last Day to Place Class on Pass/Fail or Audit
August 18	SOOT Opens (Link sent to students' Utica email account)
August 24	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
August 25	SOOT Closes
August 25	Last Day of Classes
August 30	Final Grades Due 11:59 PM

FIRST THIRD OF THE SEMESTER ONLINE (Part of Term DT1)

5-week term: 5/8/23 - 6/9/23

May 8	First Day of Classes
May 12	Last Date to Add/Drop
May 29	Last Day to Withdraw without Academic Penalty
May 29	Last Day to Place Class on Pass/Fail or Audit
June 2	SOOT Opens (Link sent to students' Utica email account)
June 8	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
June 9	SOOT Closes
June 9	Last Day of Classes
June 14	Final Grades Due 11:59 PM

SECOND THIRD OF THE SEMESTER ONLINE (Part of Term DT2)

5-week term: 6/12/23 - 7/14/23

June 12	First Day of Classes
June 16	Last Date to Add/Drop
July 3	Last Day to Withdraw without Academic Penalty
July 3	Last Day to Place Class on Pass/Fail or Audit
July 7	SOOT Opens (Link sent to students' Utica email account)
July 13	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

July 14 SOOT Closes
 July 14 **Last Day of Classes**
 July 19 Final Grades Due 11:59 PM

THIRD THIRD OF THE SEMESTER ONLINE (Part of Term DT3)

5-week term: 7/17/23 - 8/18/23

July 17 First Day of Classes
 July 21 Last Date to Add/Drop
 August 7 Last Day to Withdraw without Academic Penalty
 August 7 Last Day to Place Class on Pass/Fail or Audit
 August 11 SOOT Opens (Link sent to students' Utica email account)
 August 17 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
 August 18 SOOT Closes
 August 18 **Last Day of Classes**
 August 23 Final Grades Due 11:59 PM

NURSING (Part of Term N6)

6-week term: 7/17/23 -8/25/23

July 17 First Day of Classes
 July 21 Last Date to Add/Drop
 August 14 Last Day to Withdraw without Academic Penalty
 August 14 Last Day to Place Class on Pass/Fail or Audit
 August 24 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
 August 25 **Last Day of Classes**
 August 30 Final Grades Due 11:59 PM

NURSING (Part of Term N11)

11-week term: 5/8/23 - 7/21/23

May 8 First Day of Classes
 May 12 Last Date to Add/Drop

May 29	No Ground Classes - Memorial Day
June 11	Mid Term, Mid Term Grades Due
June 19	No Ground Classes - Juneteenth
July 3	Last Day to Withdraw without Academic Penalty
July 3	Last Day to Place Class on Pass/Fail or Audit
July 4	No Ground Classes - Independence Day
July 14	SOOT Opens (Link sent to students' Utica email account)
July 20	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
July 21	SOOT Closes
July 21	Last Day of Classes
July 26	Final Grades Due 11:59 PM

Fall 2023 Online and ABSN Calendar

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 8/28/23 - 12/15/23

August 28	First Day of Classes
September 1	Last Date to Add/Drop
October 15	Deadline to Apply for December Degree
October 22	Mid Term, Mid Term Grades Due
November 6	Spring and Summer Registration Begins
November 6	Last Day to Withdraw without Academic Penalty
November 6	Last Day to Place Class on Pass/Fail or Audit
November 27	Spring and Summer Registration For Non-Matriculated Students Begins
December 8	SOOT Opens (Link sent to students' Utica email account)

December 14	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
December 15	SOOT Closes
December 15	Last Day of Classes
December 20	Final Grades Due 11:59 PM
December 31	December Degree Conferral Date

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 8/28/23 - 10/20/23

August 28	First Day of Classes
September 1	Last Date to Add/Drop
September 24	Mid Term, Mid Term Grades Due
October 2	Last Day to Withdraw without Academic Penalty
October 2	Last Day to Place Class on Pass/Fail or Audit
October 13	SOOT Opens (Link sent to students' Utica email account)
October 19	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
October 20	SOOT Closes
October 20	Last Day of Classes
October 25	Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 10/23/23 - 12/15/23

October 23	First Day of Classes
October 27	Last Date to Add/Drop
November 19	Mid Term, Mid Term Grades Due
November 27	Last Day to Withdraw without Academic Penalty
November 27	Last Day to Place Class on Pass/Fail or Audit
December 8	SOOT Opens (Link sent to students' Utica email account)
December 14	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
December 15	SOOT Closes
December 15	Last Day of Classes

December 20 Final Grades Due 11:59 PM

FIRST THIRD OF THE SEMESTER ONLINE (Part of Term DT1)

5-week term: 8/28/23 - 9/29/23

August 28	First Day of Classes
September 1	Last Date to Add/Drop
September 18	Last Day to Withdraw without Academic Penalty
September 18	Last Day to Place Class on Pass/Fail or Audit
September 22	SOOT Opens (Link sent to students' Utica email account)
September 28	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
September 29	SOOT Closes
September 29	Last Day of Classes
October 4	Final Grades Due 11:59 PM

SECOND THIRD OF THE SEMESTER ONLINE (Part of Term DT2)

5-week term: 10/2/23 - 11/3/23

October 2	First Day of Classes
October 6	Last Date to Add/Drop
October 23	Last Day to Withdraw without Academic Penalty
October 23	Last Day to Place Class on Pass/Fail or Audit
October 27	SOOT Opens (Link sent to students' Utica email account)
November 2	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
November 3	SOOT Closes
November 3	Last Day of Classes
November 8	Final Grades Due 11:59 PM

THIRD THIRD OF THE SEMESTER ONLINE (Part of Term DT3)

5-week term: 11/6/23 - 12/8/23

November 6	First Day of Classes
November 10	Last Date to Add/Drop
November 27	Last Day to Withdraw without Academic Penalty

November 27	Last Day to Place Class on Pass/Fail or Audit
December 1	SOOT Opens (Link sent to students' Utica email account)
December 7	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
December 8	SOOT Closes
December 8	Last Day of Classes
December 13	Final Grades Due 11:59 PM

NURSING (Part of Term N6)

6-week term: 11/6/23 - 12/15/23

November 6	First Day of Classes
November 10	Last Date to Add/Drop
December 4	Last Day to Withdraw without Academic Penalty
December 4	Last Day to Place Class on Pass/Fail or Audit
December 14	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
December 15	Last Day of Classes
December 20	Final Grades Due 11:59 PM

NURSING (Part of Term N11)

11-week term: 8/28/23 - 11/10/23

August 28	First Day of Classes
September 1	Last Date to Add/Drop
October 1	Mid Term, Mid Term Grades Due
October 9 and 10	October Break for ground classes
October 23	Last Day to Withdraw without Academic Penalty
October 23	Last Day to Place Class on Pass/Fail or Audit
November 3	SOOT Opens (Link sent to students' Utica email account)
November 9	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
November 10	SOOT Closes
November 10	Last Day of Classes
November 15	Final Grades Due 11:59 PM

Spring 2024 Online and ABSN Calendar

FULL SEMESTER ONLINE (Part of Term D3)

16-week term: 1/15/24 - 5/3/24

January 15	First Day of Classes
January 19	Last Date to Add/Drop
March 10	Mid Term, Mid Term Grades Due
March 15	Deadline to Apply for May Degree
March 25	Fall Registration Begins
March 25	Last Day to Withdraw without Academic Penalty
March 25	Last Day to Place Class on Pass/Fail or Audit
April 26	SOOT Opens (Link sent to students' Utica email account)
May 2	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
May 3	SOOT Closes
May 3	Last Day of Classes
May 5	May Degree Conferral Date
May 8	Final Grades Due 11:59 PM
May 9	Undergraduate Commencement (TENTATIVE)
May 10	Graduate Commencement (TENTATIVE)
June 3	Fall Registration For Non-Matriculated Students Begins

FIRST HALF OF THE SEMESTER ONLINE (Part of Term D1)

8-week term: 1/15/24 - 3/8/24

January 15	First Day of Classes
January 19	Last Date to Add/Drop
February 11	Mid Term, Mid Term Grades Due
February 19	Last Day to Withdraw without Academic Penalty
February 19	Last Day to Place Class on Pass/Fail or Audit
March 1	SOOT Opens (Link sent to students' Utica email account)
March 7	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

March 8 SOOT Closes

March 8 **Last Day of Classes**

March 13 Final Grades Due 11:59 PM

SECOND HALF OF THE SEMESTER ONLINE (Part of Term D2)

8-week term: 3/11/24 - 5/3/24

March 11 **First Day of Classes**

March 15 Last Date to Add/Drop

April 7 Mid Term, Mid Term Grades Due

April 15 Last Day to Withdraw without Academic Penalty

April 15 Last Day to Place Class on Pass/Fail or Audit

April 26 SOOT Opens (Link sent to students' Utica email account)

May 2 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

May 3 SOOT Closes

May 3 **Last Day of Classes**

May 8 Final Grades Due 11:59 PM

FIRST THIRD OF THE SEMESTER ONLINE (Part of Term DT1)

5-week term: 1/15/24 - 2/16/24

January 15 **First Day of Classes**

January 19 Last Date to Add/Drop

February 1 Last Day to Withdraw without Academic Penalty

February 1 Last Day to Place Class on Pass/Fail or Audit

February 9 SOOT Opens (Link sent to students' Utica email account)

February 15 Last Day to Withdraw-Fail (Calculates as an "F" in GPA)

February 16 SOOT Closes

February 16 **Last Day of Classes**

February 21 Final Grades Due 11:59 PM

SECOND THIRD OF THE SEMESTER ONLINE (Part of Term DT2)

5-week term: 2/19/24 - 3/22/24

February 19 **First Day of Classes**

February 23	Last Date to Add/Drop
March 7	Last Day to Withdraw without Academic Penalty
March 7	Last Day to Place Class on Pass/Fail or Audit
March 15	SOOT Opens (Link sent to students' Utica email account)
March 21	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
March 22	SOOT Closes
March 22	Last Day of Classes
March 27	Final Grades Due 11:59 PM

THIRD THIRD OF THE SEMESTER ONLINE (Part of Term DT3)

5-week term: 3/25/24 - 4/26/24

March 25	First Day of Classes
March 29	Last Date to Add/Drop
April 11	Last Day to Withdraw without Academic Penalty
April 11	Last Day to Place Class on Pass/Fail or Audit
April 19	SOOT Opens (Link sent to students' Utica email account)
April 25	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
April 25	SOOT Closes
April 26	Last Day of Classes
May 1	Final Grades Due 11:59 PM

NURSING (Part of Term N6)

6-week term: 3/25/24 - 5/4/24

March 25	First Day of Classes
March 29	Last Date to Add/Drop
April 22	Last Day to Withdraw without Academic Penalty
April 22	Last Day to Place Class on Pass/Fail or Audit
May 3	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
May 4	Last Day of Classes
May 8	Final Grades Due 11:59 PM

NURSING (Part of Term N11)

11-week term: 1/15/24 - 3/29/24

January 15	First Day of Classes
January 19	Last Date to Add/Drop
February 18	Mid Term, Mid Term Grades Due
March 11 - 15	Spring Break for ground classes
March 11	Last Day to Withdraw without Academic Penalty
March 11	Last Day to Place Class on Pass/Fail or Audit
March 22	SOOT Opens (Link sent to students' Utica email account)
March 28	Last Day to Withdraw-Fail (Calculates as an "F" in GPA)
March 29	SOOT Closes
March 29	Last Day of Classes
April 3	Final Grades Due 11:59 PM

Faculty, Administrative Officers, and Staff

For detailed information, please visit this link: [Directory Information](#)

Administrative Officers and Staff

Office of the President

Laura Casamento, Ed.D.	<i>President through July 31</i>
Todd J. Pfannestiel, Ph.D.	<i>President effective August 1</i>
Kelly Adams, M.S.	<i>Vice President for Presidential Affairs and Chief Marketing and Communications Officer</i>
Anthony Villanti, M.S.	<i>Special Assistant to the President, Secretary to the Board of Trustees</i>

Office of the Provost and Vice President for Academic Affairs

Todd J. Pfannestiel, Ph.D.	<i>Provost and Senior Vice President for Academic Affairs through July 31</i>
Stephanie Nesbitt, J.D.	<i>Interim Provost and Senior Vice President for Academic Affairs effective Aug 1</i>
Ann Damiano, Ph.D.	<i>Vice President for Institutional Effectiveness, Dean of Assessment</i>
Judy Borner, M.S.W.	<i>Director of Learning Services</i>

Polly Smith, Ph.D. *Senior Vice President for Market Innovation and New Ventures, Associate Provost for Online and Extended Studies*

Division of Online and Extended Studies

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Rose Patterson, M.A. *Director of Online Design and Innovation*

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Doreen Rogers, DNS *Chair, Nursing Department*

Jennifer Klimek-Yingling, Ph.D. *Coordinator, Family Nurse Practitioner MS Program*

Marsela Salkic, R.N. *Director, Accelerated Bachelor of Science in Nursing Program*

Lisa Shultis, Ed.D., RPT *Director, Respiratory Care Program*

Frank E. Gannett Memorial Library

James Teliha, M.L.I.S., M.A. *Assistant Vice President, Library and Learning Commons*

Registrar

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Mariah C. Kane, B.S. *Director of Transfer Services*

Student Affairs

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M.A. *Dean of Students*

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Carl Lohmann, M.S. *Director, Student Conduct and Community Standards*

Kailea Murray, M.Ed. *Director, Career Readiness*

Marissa Hall, M.A. *Director, Student Living*

Office of Diversity

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Mark Kovacs *Executive Director of Diversity, Equity, and Inclusion*

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Program	Hegis Code
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Criminal Justice (B.S.)	2105.00
Cybersecurity (B.S.)	2105.00
Direct Entry Master in Nursing (M.S.)	1203.10
Fraud and Financial Crimes Investigation (B.S.)	2105.00
Health Sciences (B.S.)	1299.00
Nursing (B.S.)	1203.01
Nursing Accelerated Bachelor's of Science (B.S.N.)	1203.00
Nursing (M.S.)	1203.10
Psychology-Child Life (B.S.)	2009.00
Respiratory Care (A.S.)	5215.00

Introduction to Online Study at Utica

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

Utica University's ABSN students use Canvas as their Learning Management System (LMS.) All other students use Engage as their Learning Management System (LMS). These are self-contained learning environments with all the tools to access course information, communicate with your instructor and other students, and complete and submit assignments.

Remember, if you ever have difficulty with your online course; please call:

Canvas Assistance Hotline (available 24/7): 1-855-495-9954 (Toll Free)

Engage Support (available 24/7): 1-866-264-1537 (Toll Free)

What to Expect in your Online Course

For some of you, this will be your first online learning experience. Others may be e-learning experts. We believe we've designed a unique learning opportunity, which makes the most of the convenience and the potential richness of online learning.

Budget Your Time

You should expect to spend approximately 8 - 12 hours per week on a course. That time may vary from week to week and student to student, but if you find you're spending much more, or much less time, we suggest you check in with your instructor. We think you'll have the best experience if you visit the course website several times during the week and log in every day to stay current with the material and participate actively in discussions. Your instructor will be actively involved in facilitating discussions and in leading the class through the course materials.

Interacting with Others

You will be expected to interact regularly with your instructor and fellow students through the online discussions. Your discussions will be enriched by studying all the course materials. You will also have the opportunity to communicate via the email system built into Angel Learning and possibly through live chat sessions.

The Role of the Instructor

Online courses involve much more than reading texts and writing papers. In particular, instructors can:

tailor each session of a course to the particular needs, priorities and experience of the students.

enrich the basic course material from their own expertise and experience.

help students make the most effective use of their time.

Online Learning is Active Learning

For online learning in particular, you the student must drive your own learning experience. Your instructor functions as your primary resource and facilitator in this active, learner-controlled process. Your instructor also coordinates, synthesizes, summarizes, and comments on the work of the class as a whole.

Communicating with Your Instructor

You can always reach your instructor by course mail and you should receive a reply within 24 hours weekdays or on Monday for messages sent over the weekend. Many instructors have virtual office hours where they will be available for online chat sessions. You can access chat, email, and other communication tools from the course tools menu.

Organization of Course Materials

Inside your course, you will notice a series of tabs. These tabs will help you navigate through your course. The Lessons tab serves as an organizer for all the content within a course. There is also a Student Resources tab where you will find pertinent resources to assist you with your online education.

The tabs will be your roadmap throughout the course. Be sure to explore the course tabs so you are familiar with their purpose.

When you first log in to the course, the content for the current week (and all previous weeks) will be active. You should begin each week by clicking on the lessons tab. You will see the organization of content by modules or by weeks depending on how your instructor has organized the material.

Discussion Boards

The Discussion Board is a special kind of online mail or bulletin board where messages can be read and/or replied to by everyone in the discussion group (usually your whole class); this is often referred to as a "threaded discussion." Messages on the board are saved automatically.

The discussions form an integral part of the learning experience. In particular, by participating in the discussions you will:

get your questions answered.

see what other students think. learn about how the course material relates to a variety of people's experiences.

practice phrasing your questions, concerns, and explanations clearly.

practice communicating with colleagues via computer tools.

receive feedback and summary information from your instructor.

have a record of every message that was posted available to refer back to.

Email

Course mail allows you to send, receive, reply to, and forward mail messages to others in the course. Please remember that this email only functions within the course, so you can only send email to your instructor or your classmates. You can also store drafts of mail messages, search your mail messages, and add mail folders.

Chat

Some of our courses include a Chat feature. Chat allows students and instructors to have real-time conversations with others in the course. Chat is also the tool your instructor may use to hold online office hours.